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STATE ANNUAL EVALUATION REPORT. PART II ITEM 9, ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, TITLE I, 1965-66 FISCAL YEAR.

FLORIDA ST. DEPT. OF EDUCATION, TALLAHASSEE

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THIS PART OF THE EVALUATION REPORT ON TITLE I PROJECTS IN FLORIDA CONTAINS ANALYSES BY THE LOCAL EDUCATIONAL AGENCIES OF THEIR EFFECTIVE ACTIVITIES. ARRANGED ACCORDING TO STANDARD METROPOLITAN STATISTICAL AREA CLASSIFICATION AND BY COUNTY, THESE RESPONSES DESCRIBE AND ASSESS SUCH ACTIVITIES AS READING AND INSERVICE PROGRAMS, PRESCHOOL PROJECTS, CURRICULUM DEVELOPMENT, AND SPECIAL EDUCATION. ALTHOUGH THE REPORTING FORMAT VARIES FROM COUNTY TO COUNTY, THE ASPECTS OF THE PROJECTS MOST FREQUENTLY COVERED ARE PROJECT STRENGTHS AND WEAKNESSES, OBJECTIVES AND PROCEDURES, FACILITIES, MATERIALS, EQUIPMENT, SCHEDULING, PERSONNEL QUALIFICATIONS AND TRAINING, ADMINISTRATIVE ORGANIZATION, AND PROVISIONS FOR EVALUATION. (LB)

FLORIDA

STATE DEPARTMENT OF EDUCATION
TALLAHASSEEFloyd T. Christian
State Superintendent of Public Instruction

STATE ANNUAL EVALUATION REPORT

PART II ITEM 9

ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

TITLE I

1965-66 FISCAL YEAR

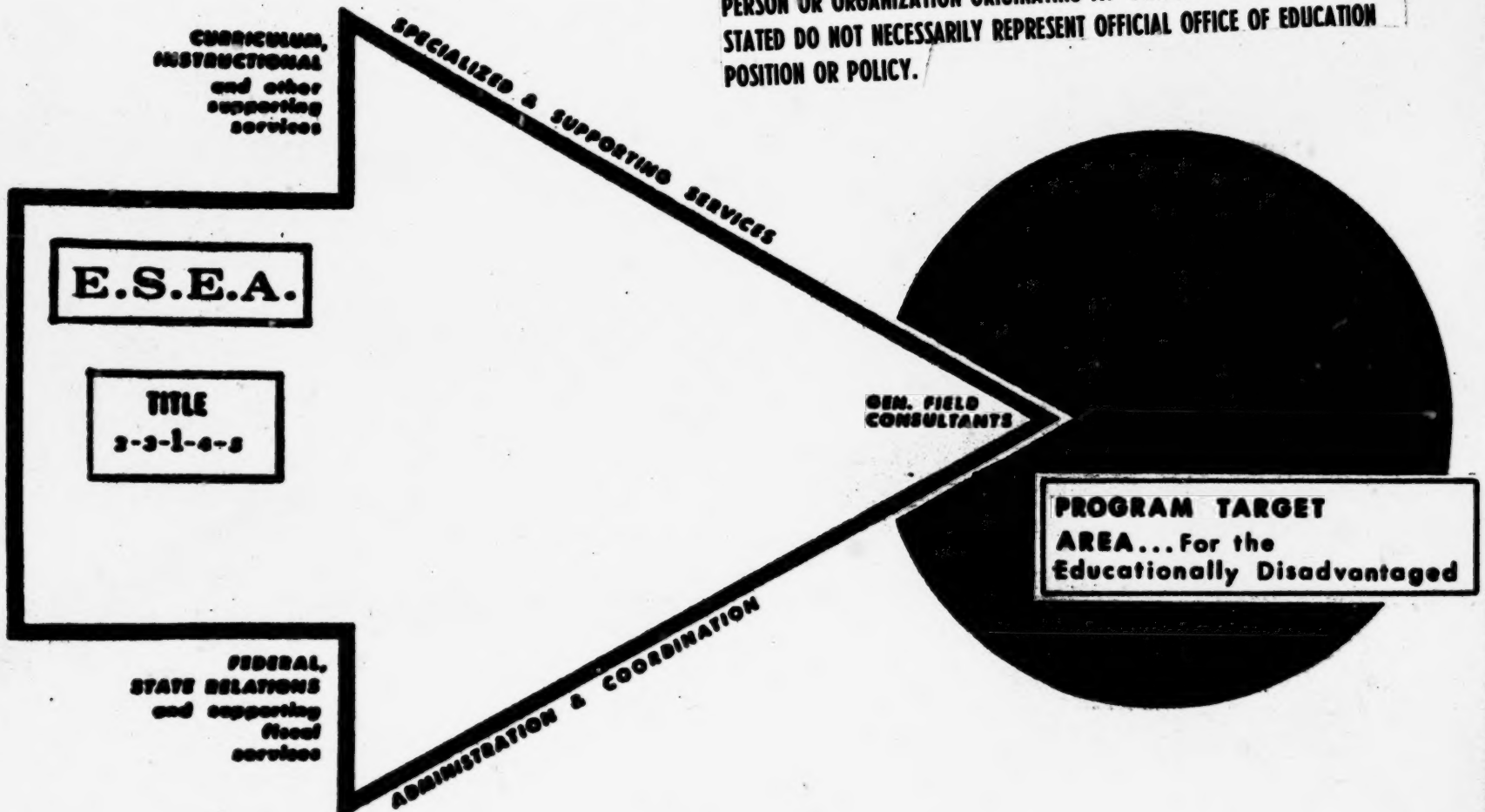
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PART II--Item 9

ANALYSIS OF EFFECTIVE ACTIVITIES AND METHODS

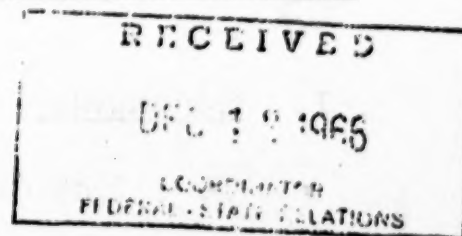
This part of the State Annual Evaluation Report contains uncensored responses from the LEA's, by SMSA Classification, in regard to the strengths and weaknesses of critical procedural aspects of Title I projects judged to have been most effective by the SDE.

SMSA Classification "A"

COUNTY	COUNTY NUMBER	PROJECT NUMBER
Broward	06	6601 6602 6607
Dade	13	6601 6603 6606
Duval	16	6601 6603 6605
Escambia	17	6602 6603
Orange	48	6601 6603 6604
Pinellas	52	6601 6602
Palm Beach	50	6601

A PROPOSAL FOR A PILOT PROGRAM FOR TWO HUNDRED
FORTY DISADVANTAGED JUNIOR HIGH SCHOOL PUPILS
IN BROWARD COUNTY, FLORIDA

ABSTRACT



Objectives - This project aims to show how it is possible to meet the needs and develop the potential of disadvantaged, slow-learning pupils at the secondary level. Objectives are to help slow learners develop educational and vocational goals appropriate to their individual characteristics; to lead these students to an understanding of the responsibilities of citizens in a free, democratic society; to provide many opportunities for low-achievement students to experience satisfaction and success in their work.

Procedures - To accomplish these objectives, the Broward County Board of Public Instruction plans to design a special program for 240 under-achieving students at six junior high schools in poverty areas. The curriculum would consist of mathematics, social studies, language arts, science, industrial arts, home economics and physical education. Present subject matter and methods would be adapted to the needs of these students. Efforts would be made to reduce the level of abstraction and to keep learning situations practical and related to students' experience. Initially, students would be properly identified and scheduled. Remedial instruction would be provided in accordance with weaknesses in knowledge and skills revealed by diagnostic tests. A multi-sensory approach, programmed materials, and small homogeneous groups would be employed in carefully planned sequences. Consultants and released time for instructors will be required in planning the program. Constant evaluation managed by a specialist in research will be necessary in order to appraise the effectiveness of the program's varied features.

"G. A. I. N."

I. Strengths

- A. Differentiated curriculum for disadvantage children was developed.
- B. Provided an opportunity for disadvantaged students to experience success and to find something of interest.
- C. This type of program helped to prevent some of these students from dropping out.
- D. Provided excellent equipment, teaching materials and supplies.
- E. Afforded the opportunity for a rich in-service program for the teachers in this program.

II. Weaknesses

- A. Lateness in funding made it difficult to find competent personnel.
- B. Because of the overcrowded facilities in Broward County at this time it was not possible to obtain the kind of housing these students needed.
 - 1. Construction funds from the federal level would have greatly enhanced this program.

"G. A. I. N."

II. Weaknesses (Continued)

- C. Lack of available funds to place this project in all schools needing this type of program.

A PROPOSAL FOR UTILIZING MOBILE TRAILERS
TO PROVIDE A DIAGNOSTIC AND THERAPEUTIC
LANGUAGE PROGRAM FOR DISADVANTAGED
CHILDREN IN BROWARD COUNTY

ABSTRACT

Objectives - The primary goal of this program is to provide developmental, diagnostic, and remedial reading services to children whose current socio-economic status is at such a marginal level that obtaining such services on a regular basis is quite unlikely. Such services would be provided to disadvantaged children in their own communities by means of mobile trailers staffed by a reading specialist and a volunteer developmental reading teacher.

Procedures - During Phase I five mobile trailers would be continuously stationed in pockets of poverty to carry on a diagnostic and therapeutic language program. A director, a reading clinician, and a secretary would coordinate the services of the mobile clinics during Phase I. Phase II would commence with the establishment of a permanent reading clinic which would serve as a headquarters for the mobile clinics, would be a center for in-service training and research, and which would provide a comprehensive array of diagnostic and therapeutic services. The regular reading clinic would treat cases beyond the scope of the mobile clinics. Candidates for the mobile program would be determined from group testing results and referrals by teachers and principals. Continuous evaluation of the total reading program would be a responsibility of a research specialist to be employed for this purpose.

"MOBILE READING AND LANGUAGE CLINIC"

I. Strengths

- A. Five mobile reading and language clinics were made available to Broward County School system that have been impossible to this time due to a shortage of available local and state funds. Materials and equipment, especially suited and adaptable to working with children in grades 1 through 6 in the area of reading, were secured with the funding.
- B. The in-service program for teachers, which consisted of study and practice in the use and interpretation of tests, mechanical devices, programmed materials, audio-visuals, and teacher made devices, was instituted.
- C. The opportunity was provided for diagnostic service for 26 schools, identifying large areas of skill deficiencies as well as studies of individual cases. 75 pupils with reading deficiencies were given instruction in small groups.
- D. Services of necessity spill over into and enhanced the total county program. This is a strengthening, coordinating force, opening up new avenues of study, curriculum implementation, research, in-service education, etc. These also spread into the community agencies.

"MOBILE READING AND LANGUAGE CLINIC"

I. Strengths (continued)

- E. Materials and equipment were made available in quantity and quality heretofore unobtainable.

II. Weaknesses

A. The late funding of the program presented problems in:

1. obtaining equipment and materials as they have to be bid. This plus the great demand for items, throughout the county mean that they are not available for use as needed at the appropriate time.
2. competent personnel had already been hired in other capacities. If they are re-deployed, this creates problems which ever the way you go. Late funding made it impossible for us to locate appropriate personnel at the time needed for the project.
3. time schedule on bidding on major construction has caused the facilities not to be ready for use at the time the program was to start. Temporary quarters had to be secured.

"MOBILE READING AND LANGUAGE CLINIC "

Evaluation:

Request for data should relate to the particular program within the project. Forms need to be provided in sufficient time to allow for study, collection of data, analysis and interpretation.

The major weakness of this program was caused by late fund and not by local or state efforts.

SERVICES AND MATERIALS REQUIRED FOR THE EDUCATION
OF CULTURALLY DISADVANTAGED PUPILS UNDER
PROVISIONS OF TITLE I OF THE ELEMENTARY AND
SECONDARY EDUCATION ACT OF 1965 (PL 89-10)

ABSTRACT

Objectives

It is proposed to improve the education available to culturally disadvantaged pupils in Broward County schools by providing:

1. Additional teachers to reduce size of classes
2. Additional guidance counselors and teacher-specialists
3. An after-school study program in school libraries
4. Consumable supplies
5. Support for business and fiscal functions essential for efficient management.

Procedures

During the period February 1, 1966, to July 31, 1966, forty-six (46) additional fulltime teachers will be employed in order to reduce the teacher-pupil ratio in elementary and secondary schools with heavy concentrations of low-income children enrolled. Libraries at 17 schools will be open after school, four days a week, so that culturally disadvantaged pupils may study in quiet and receive help from teacher-tutors on duty at the centers. Consumable supplies will be available to low-income children at no cost to their families. Three itinerant teacher-specialists, one each in health, guidance, and art, will be employed to work with the pupils and their teachers, and 13 additional guidance counselors will be assigned to duties in secondary schools. To accomplish the purposes of P.L. 89-10, a number of supporting services must be provided. These are business management, fiscal control, equipment control, equipment maintenance, personnel recruitment, personnel and payroll records, school lunch services and transportation services.

"SERVICES AND MATERIALS FOR CULTURALLY DISADVANTAGED CHILDREN"

I. Strengths

- A. This project helped to reduce the pupil-teacher ratio and allowed for more individualized instruction which these students needed so badly.
- B. Provisions were made for additional guidance services for culturally different children with specific personal and instructional problems.
- C. Provisions were made for much needed materials and equipment specifically selected to work with these children.

II. Weaknesses

- A. This project was funded in the middle of the school year just after the beginning of the second semester which made it difficult to obtain the best qualified personnel in some cases.
- B. Some of the equipment was delivered late in the school year due to unavailability at the time of funding.
- C. The nature of the project did not lend itself to objective evaluation.

STRENGTHS AND WEAKNESSES OF CRITICAL PROCEDURAL ASPECTS OF TITLE I PROJECT

This project was undertaken in December of the 1965-66 school year. Its broad objective was to improve the total language learning of elementary-age children in poverty areas of Dade County. This objective was to be met by overstaffing schools according to a needs-based formula and supporting the new staff with in-service experience, materials and equipment. The strengths and weaknesses of critical procedural aspects of the PLATS (6601) Project are described below:

Facilities

Needed facilities fall into three categories:

(1) Space in which to instruct children.

One of the strengths of the project lies in the fact that new space was non-existent. This forced the use of regular classrooms and, consequently, team teaching by new staff and regular teachers. In-service experiences for the regular classroom teacher became added residual benefits.

(2) Space in which to hold in-service activities.

Because of the large number of teachers involved, this posed a considerable problem. It has been partially resolved by meeting in smaller groups and staggering schedules, but it is still recognized as a weakness in the project.

(3) Space for in-school team planning.

Several overcrowded schools were unable to provide any space for team leaders to plan with their teaching teams. This is still a weakness in the project.

Materials

The existence of a wide range of commercial materials geared to project purposes was a strength. The delays encountered in placing these materials in the classroom was a weakness. These delays were not encountered in securing locally available or single vendor items.

Equipment

As in the case of materials, the existence of needed equipment was a strength. The delays in placing equipment in the classroom were greater than delays experienced with materials because of local purchasing procedures on large quantities of multiple vendor items.

Personnel Qualifications and Training

The greatest strength of the project lies in its highly qualified teachers and the training provided for them. The project was budgeted for 132 teachers. Each of them needed to be master teachers with extensive experience in teaching communication skills to disadvantaged children and personal competencies in the area of human relations. Principals of project schools were charged with the responsibility of identifying such teachers from their own faculties or elsewhere in the school system. It was further understood by principals that the teachers they identified would be assigned to their own faculty after a period of training and would serve as team leaders for at least three regular teachers. This placed teachers of the principal's choice in the mainstream of educational activity with leadership responsibilities for the language arts program. Excellent choices were made in the vast majority of cases and the success of the project is more attributable to this procedure being employed than to any other single factor. The principal also selected the replacement teacher when the team leader came from his school.

The training period exposed all team leaders to ten days of intensive seminar and demonstration activity. It was the purpose of this activity to help team leaders understand how to exploit traditional areas of the curriculum for their potential to teach communication skills. The initial training period was followed by weekly follow-up sessions with team leaders. The availability of qualified consultants for these sessions represented a weakness.

Schedule

Overall project schedules for teacher selection, ordering and the teacher training period were adhered to, although the point at which individual school programs got underway varied slightly from school to school.

The individual team leaders schedule consists of working with each of three classroom teachers in a team relationship for approximately one hour and thirty minutes per day. Instructional responsibilities were shared by both teachers.

Organization

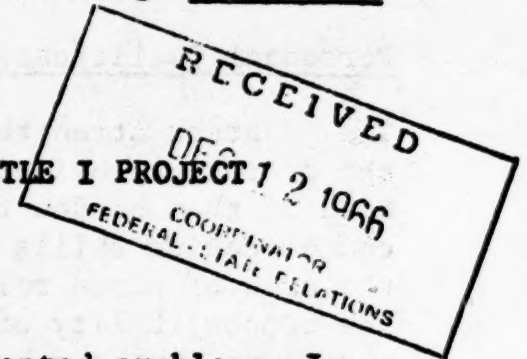
The project manager is responsible to the office of Special Programs insofar as the fiscal terms of the contract are concerned. For other administrative matters he is responsible to the office of Special Reading Services. All teachers in the project are directly responsible to the principal of the school in which they serve. This organization will hopefully result in the most desirable elements in a Federal project being absorbed into the regular school program.

Evaluation

A special team of evaluators works with project managers, supervisors, principals, teachers and students to evaluate all Federal projects. A definite strength lies in the objectivity of this separate office.

Name and Code-Project VTC - 6603 Grade Level 1-6 Project Manager M. McGranahan

STRENGTHS AND WEAKNESSES OF CRITICAL PROCEDURAL ASPECTS OF TITLE I PROJECT



Facilities

Space within the school, appropriate for counseling, has presented problems. In planning buildings, no provisions have been made for special services within the building. Storage rooms with inadequate ventilation, heat, and light are frequently the only space available. Schedules are interrupted when the elementary caseworker (visiting teacher counselor) is asked to vacate for the reading teacher, psychologist, speech and hearing therapists, or interrupted by personnel coming in for supplies stored in the area.

Materials

Materials have not presented a major problem since the success of the program is primarily dependent on establishing a meaningful relationship with the child and/or parents.

Equipment

Equipment, Although unnecessarily slow in delivery, is minor and, once procured, lasts indefinitely. This consists only of basic office furniture such as desk, chairs, and tables.

Personnel

Personnel adequately trained and experienced are not available. The only recourse is intensive in-service training which means staff must spend considerable time away from assigned duties. Lack of understanding of this by school administrators has presented some dissatisfaction on their part.

Schedule

Scheduling is not a problem in this program except for the factors mentioned earlier. It is likely to be misunderstood that different from the classroom teacher, the caseworker must be away from the school for home visits, contacting community resources, or seeing parents at their places of employment.

Evaluation

The process of evaluation has been made simple and does not require a lot of time. It is believed that this process helps the teacher to be objective in his evaluation of the problem and bring into focus the real areas of trouble.

Guidance

Name and Code-Project Project-6606 Grade Level 7-12 Project Manager M. Pratt

STRENGTHS AND WEAKNESSES OF CRITICAL PROCEDURAL ASPECTS OF TITLE I PROJECT

Facilities

Facilities have not been affected by this program this year, with the exception of rescheduling some of the counseling sessions during the evening program of the school. There is a need for additional room or remodeling of existing rooms in most of the project schools for more efficient and effective carrying out of the guidance program.

Materials

The availability of current guidance materials- books, filmstrips, and other audio-visual materials- has been one of the greatest assets to the Guidance Project in fulfilling the purposes and goals of Title I, P. L. 89-10. New approaches toward helping students solve their problems, both personal and academic, are needed in order for a counselor to effectively fill his role.

Materials obtained for efficient handling of records, information, and secretarial duties have also contributed to the accomplishment of the program.

Equipment

The equipment made possible through funds available through Title I, P. L. 89-10, has made it possible to make use of excellent filmstrips, tapes, and slides that aid in the development of the guidance program under the project. (The secretarial services and equipment made available, such as desks, typewriters, files and other items, have contributed to the efficiency of carrying out the program.)

Personnel Qualifications and Training

It has been possible to hold workshops and in-service courses for guidance personnel. Qualified consultants have been brought in from all over the country who have presented valuable information and suggestions for the improvement and enlargement of the guidance program. (See appendix). Many counselors have received a much better view of the whole pattern of guidance because of this and are doing a more complete job with their pupils. The degree of proficiency of many of the counselors has risen because of these training courses.

In Dade County we try to employ certified counselors. Before a counselor is employed, he must appear before the Guidance Committee. It is the committee's duty to select persons whose attitudes identify with guidance function. This year only 38 of 371 counselors are uncertified. This includes both project and regular counselors. All 38 have submitted a plan for completion of certification requirement.

Schedule

Because of the increased ratio of counselors to pupils, it has been possible for the counselors to plan a schedule where they can meet with parents at the parents' convenience; they also can adapt their schedule to the pupil's immediate need. It has been possible to visit the pupils at home when necessary or to attend functions where the pupils are in the evenings. A more flexible schedule, which better serves, has been possible.

Organization

Time has been taken by the counselors for joint meetings in which the program of guidance is discussed and evaluated, and plans are made for further improving the assistance given to the pupils. These joint meetings have also led to a deeper involvement in curriculum development and instructional trends. Use of additional counselors made it possible for guidance personnel to spend more time in joint sessions geared to assisting pupils with problems.

Evaluation

The overall evaluation by a unit established to evaluate programs for the disadvantaged seems sufficient for most purposes. However, more detailed information from the schools themselves is needed at the coordinator's level for study. This has not been as complete as would be advisable. Probably because of the short time the Guidance project has been in effect, there has been a reluctance to evaluate fully. Forms to be returned to the coordinator's office at regular intervals, which would provide a running evaluation, might prove very helpful.

APPENDIX - Summary of Project Activities

The three following in-service courses have been presented through the program of the Guidance Project:

OCCUPATIONAL AND EDUCATIONAL INFORMATION

GROUP PROCEDURES IN GUIDANCE

EDUCATIONAL MEASUREMENT

The following workshops have been held:

WORKSHOP IN ELEMENTARY GUIDANCE - September 26 - October 7, 1966

3 Saturday workshops with consultants:

TECHNIQUES OF GROUP DYNAMICS FOR THE EDUCATIONALLY DEPRIVED

Dr. Stanley Caplan - March 5, 1966

THE ST. LOUIS STORY

Dr. Samuel Shepard, Jr. - May 7, 1966

TESTING AND THE DISADVANTAGED

Dr. A. A. Abraham - May 7, 1966

COMMUNITY RESOURCES

Representatives from nine community organizations

April 2, 1966

SECONDARY GUIDANCE PROJECT IN-SERVICE WORKSHOP - June 14, 1966

County Guidance Staff Personnel

District Guidance Personnel

Mr. Jerome Taft, Federal Project Evaluation Unit

AN ANALYSIS OF THREE PROJECTS
FUNDED UNDER PUBLIC LAW 89-10
IN DUVAL COUNTY 1965-66

I. PRECIS OF PROJECTS

Kindergarten 6601 - To provide pre-school training for selected children from low income families in seventeen (17) schools in the project area. A total of thirty-eight (38) units planned for twenty (20) students each functioned during the project operation, January through August 1966.

READS 6603 (Reading Education and Diagnostic Service) - To provide reading education for educationally disadvantaged at the second grade level in schools in the project area. Objectives of the project included diagnosis of the factors (mental, psychological, physical, and social) bearing on the disadvantaged child and appropriate action to help overcome the disadvantage such as medical assistance, psychological and social services, and remedial reading classes. Diagnostic services were provided to as many children as could be accommodated and classes were conducted in twenty-six (26) schools during the project operation, January through August 1966.

IREDSM 6605 (Identification and Remediation of the Emotionally Disturbed and Socially Maladjusted) - The three major objectives of this project were:

- A. Identification of the emotionally disturbed and/or socially maladjusted by screening procedures carried out by trained personnel.
- B. Training of teachers to conduct special remediation classes for these children.

C. Specially designed procedures for the child found to be emotionally disturbed and/or socially maladjusted.

Good progress was made in the first two of the above-listed objectives while the time span of the project limited the third objectives - that of procedures for the child found to be in need of specialized training - to twenty-three (23) classes in four (4) centers during the summer of 1966. These classes were as much for the purpose of providing in-service training for teachers as they were for the benefit of the child.

II. FAVORABLE/UNFAVORABLE FACTORS BEARING ON THE SUCCESS OF THE PROJECTS

A. Favorable

1. Adequacy of funds - The \$2.4 million made available under Public Law 89-10 was more than adequate when viewed from the time reference of the project life and availability of trained personnel to put them to effective use.
2. Availability of a cadre of dedicated personnel who were willing to devote an all-out effort to get the projects successfully implemented.

B. Unfavorable

1. The late receipt of appropriations and implementing instructions.
2. The requirement to utilize available funds within a time span of only eight (8) months.
3. The receipt of these federal funds in the same time reference as an unprecedented increase in local funds.
4. An unmeasured, but thought-to-be considerable reluctance to open the door to utilization of major increases in federal aid to education.
5. Considerable resentment at the thought of a huge investment for the welfare of only selected schools in low income areas.

III. CRITICAL ANALYSIS OF PROJECTS

- A. Facilities: From project headquarters to classrooms, all three projects suffered gross inadequacies in terms of facilities. The Duval County schools, like their counterparts elsewhere, are suffering from lack of ability to keep up with burgeoning population growth; in addition, because projects were located in low income areas, their locations were too often in the most overcrowded schools. As a result, stages, gymnasiums, ends of hallways, storage areas, etc., were pressed into service. Kindergarten and IREDSM headquarters were and are located in old abandoned schools now serving as school administrative centers. The READS project, while initially located in excell classroom spaces, is now housed in an especially designed and renovated reading laboratory. A wiser decision might have been to make the "disadvantaged" wait another year for help while facilities were constructed but, since the emphasis was on producing immediate results and construction was discouraged, this decision was not made. In the second year of operation, help is on the way in the form of thirty-three (33) portable classrooms but additional facilities will be required in succeeding years to do the job that deserves to be done.
- B. Materials: After an initial period characterized by ingenuity in "making do", materials in considerable quality and quantity are available to all projects. Several difficulties might bear repeating - first, the necessity to make hasty decisions on selection since the projects were operational and the money had to be spent. Second, the effect of huge increases in financial resources made available through federal aid caused a heavy backlog in orders from school suppliers. Third, the inexperience of personnel in selecting materials required for the projects caused many delays and

changes in the project budgets. In summary, however, the materials picture is already bright and continuing to improve.

- C. Equipment: The picture described above for materials is generally applicable to equipment and will not be repeated here. One special aspect, however, is this acquisition of special equipment for the teaching of the disadvantaged made possible by ESEA funds. Like the materials picture, the equipment picture is one of the most encouraging aspects of the projects.
- D. Personnel Qualifications and Training: Similiar to the facilities analysis above, it must be admitted that, initially, the Duval County schools were just not ready to do the job envisioned and hoped for by the Elementary and Secondary Education Act. Nevertheless, we were fortunate to be able to secure, as coordinators for the various projects, people with long years of professional experience in their respective fields. Other personnel in adequate numbers and quality, however, were not only lacking in the familiar disciplines, but viewed from the special training required for teaching the disadvantaged, the shortage was especially discouraging. Several factors bear on this problem.
1. The January starting date found prospects for recruiting at the lowest ebb.
 2. An inadequate salary schedule continues to plague recruiting efforts.
 3. Colleges and universities are just not turning out specialists in teaching the disadvantaged in adequate numbers.
 4. Staff specialists in accounting, bookkeeping, secretaries, etc., are in short supply and are not attracted by either the salary schedule or the uncertainty of employment supported by federal funds.

In the Kindergarten Project, very few teachers were immediately available who were certified in either pre-school education or elementary education.

As a consequence, teachers with the lowest grade certificates, limited certificates, and substitutes were employed in large numbers. This disadvantage was partially overcome by pre-school seminars and frequent workshops during the course of the year; also, a number of teachers enrolled in university-level courses. The picture has brightened considerably (most of the teachers are certified in elementary education) but teachers certified in pre-school education are needed in large numbers.

In the READS Project, the situation was somewhat similar. Due to the general shortage of teachers certified in reading, this project largely had to train their own. University courses, extensive use of reading consultants, and weekly seminars, etc., have considerably improved the situation. The situation is even more critical, however, in the area of specialists such as psychologist, psychometrist, speech and hearing therapist, etc. Since in-service training will not produce these specialists vigorous recruiting and a great deal of faith in the future are the order of the day.

In the IREDSM Project the personnel situation was the most critical, for teachers and staff trained in handling the emotionally disturbed were not available. Techniques and procedures for teaching this type disadvantaged child are still in the exploratory stage. However, some of the best authorities in this field have assisted in the development and training of project teachers. University courses, seminars, workshops and visitations of consultants are creating a breakthrough and it is hoped that Duval County will lead Florida if not the Southeastern region in training teachers for the emotionally disturbed. Staff positions for psychologist, psychiatrist, social workers, etc., are slowly filling due to vigorous recruiting and a modification for the salary schedule.

E. Schedule: In 1965-66 all three projects operated on a January through August

schedule due to aforementioned factors. This unwieldy schedule caused many difficulties and adjustments that will be corrected in 1966-67 when the project will operate within the regular school calendar.

- F. Organization: An initial decision was made to operate the projects under the direction of a Director of Federal Programs. The Director of Federal Programs is organizationally within the division headed by the Assistant Superintendent for Administration..Each project is headed by a Coordinator who answers to the Director of Federal Programs for administrative matters and to their appropriate area Supervisor under the Assistant Superintendent for Instruction for instructional matters. Basically every effort is made to operate the projects as an integral part of the school system and to insure total school involvement in all important decisions. The organizational concept is believed to be soundly conceived and operating effectively.
- G. Evaluation: During the first year of operation, evaluation procedures left much to be desired. Several factors are responsible for this. First, in the haste to start operations - in the middle of the school year - evaluation of final results was given a necessarily low priority. Second, there was a paucity of personnel trained in evaluation to assist the coordinators. Nevertheless, limited data were obtained by objective measures while much subjective data were accumulated. This important matter is being given a great deal of attention by a recently employed Educational Specialist on the staff of the Director of Federal Programs. Dr. Bernice S. Scott has a wealth of experience and training both in testing and measurement as well as in the field of educating the disadvantaged. Since our philosophy of education acknowledges evaluation as an on-going process, it is anticipated that sound evaluation procedures and techniques will be employed throughout 1966-67.

IV. Summary

This frank, possibly over-critical, analysis of three projects operated in Duval County during 1965-66 should not be allowed to cloud a truly optimistic beginning. All three projects have a most important year of experience behind them, possibly their most important year of existence. During the year all projects have grown - in materials, equipment, personnel, training, KNOW HOW!! Indecision has given way to confidence, inexperience to experience, uncertainty to knowledge. All projects have been highly complimented by parents, other agencies, and by educational associates. And most important, the disadvantaged have gained - how much we cannot say precisely, but enough to have made all the headaches and heartaches seem worthwhile.

December 6, 1966

TA

ENRICHMENT
OF
CHILDREN'S ACTIVITIES

6602

A number of changes are evident in the lives of Escambia County elementary age children as a result of this project. These are shown in the following items:

1. No new facilities are included in this project for our County. The most suitable of the "first through six" classrooms throughout the County have sinks and flat top desks or tables. The same type of art activities are carried on in all classrooms, however.
2. A variety of new and unique art materials have been placed at the disposal of the classroom teacher with suggested helps and ideas for the use of these items. Some "old familiar" supplies that have had to be purchased from local merchants are now being made available at the County Warehouse. Large prints of famous art reproductions have been framed and placed in each of the qualifying schools.
3. Those schools qualifying under this project have had additional paper cutters and art carts allotted for the use of the art specialist going from room to room. The plans and budget for this year include the purchase of scroll saws and ceramic kilns, as well as small equipment for the above mentioned schools.
4. The teachers involved in the art phases of the project are art education majors or art minors who are most enthusiastic about their field of education and are completing their work in art. All have had elementary classroom experience. The supervisor is certified in both elementary and secondary art education and has had teaching experience in grades one through twelve.
5. In most cases, the art specialist sees the teacher and her group for fifty-five minutes each week. In some schools with large enrollments, however, the teacher has a "scheduled art period" once every other week with an opportunity to sign up for a "block of time" on certain days, if there is a need for extra help.

The art specialist works with the group for the allotted scheduled time, and the classroom teacher carried on when the art specialist moves to the next room.

6602
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6. The group has time to evaluate and exchange ideas as a group once a month. In-service training and workshops have been an invaluable part of our work together in setting up Escambia County's enrichment activities. Educational Television is a most important part of this new project and much is planned in this area.

IN-SERVICE PROJECT ACTIVITIES

In terms of goals and purposes as stated in Title I - Project 6603, the following in-service programs have been initiated.

1. Facilities. Offices have been renovated to store materials and equipment and to provide desks and files for reading specialists and a supervisor. Space has been provided in the schools for testing, diagnosing and other work with children and teachers.
2. Materials. The selection of materials has been a cooperative effort of the reading specialists and the reading supervisor. This material was selected after observing the materials in use in other systems and evaluating with teachers, who were already using the materials and equipment. Some printed materials in use are S.R.A., Readers Digest, R.F.U. kits, Dent Readers, Scotts Foresmand and Harper Row room libraries. Some equipment in use is E.D.L. materials, tape recorders, filmstrip machines and etc.
3. Personnel. The personnel for this project include a Supervisor, two reading specialists at the secondary level and five at the elementary level. The specialists are successful teachers with a number of years teaching experience. Each is certified in reading. The supervisor has wide experience including working with the intern program and is certified in Supervision.
4. Schedule and Organization. The project area is divided and each specialist is assigned a number of schools as her responsibility. The specialist works with teachers and principals in identifying needs and establishing priorities. The specialist demonstrates new materials, demonstrates methods that she feels would be helpful, works with small groups of children on a terminal basis, supplies materials and equipment to supplement programs. The specialist also assists in testing children and diagnosing difficulties.

Staff meetings are scheduled each week at a regular time. Consultants from the County staff, book companies, and State Department are invited to help with problems.

Some strengths of this program have been.....

1. Interested and qualified personnel.
2. Cooperative attitude of principals and teachers.
3. New and varied materials.
4. Excellent response from consultants at the State and university level.
5. Tremendous interest in the community in the reading problems.

Some of the weaknesses of the program have been.....

1. Limited orientation period for staff.
2. Slow shipment of materials and equipment.
3. Inadequate test data at both elementary and secondary level.

ORANGE COUNTY PUBLIC SCHOOLS
Orlando, Florida
9 December 1966

NARRATIVE EVALUATION OF ACTIVITIES UNDER TITLE I PUBLIC LAW 89-10 FOR 1965-66

The critical aspects regarding the project activities of reading, special education, and in-service training for Grades 1-12 are evaluated in terms of their strengths and weaknesses for the school year of 1965-66.

A survey of all principals and teachers was conducted to determine the most pressing educational needs in the county. From this survey it was evident that a more concentrated effort needed to be made to raise the reading level of students and more services needed to be made available in the area of special education. In order to do this, teachers would be given special training, materials and equipment would be made available, and sequential programs of study would be developed and produced.

Since the projects were not approved until after the beginning of the school term some problems were introduced in using the funds to accomplish all the objectives set forth in the projects. It was basically decided at the beginning to use the funds for the purpose of facilities, materials and equipment, and for the training of personnel with the plan of initiating the programs fully during the 1966-67 school year. Certain staff personnel and teachers were employed to do the planning and initiate the activities in the different areas.

Facilities

Since the reading and special education activities required classroom space, it was necessary to purchase a number of mobile classrooms and to convert regular classrooms for these purposes. In a number of cases extra electrical wiring and minor renovations were required. For the hard-of-hearing

pupils, carpets were placed on the floor and accoustical drapes were hung on the walls. In the case of two special education schools, air conditioning was provided for a portion of the available space. The biggest weakness in this was the use of converted classrooms for use that was not originally intended. Particular difficulty was found in the using of regular classrooms for teaching of educable mentally retarded groups. More space with running water was needed. In addition, a warehouse was leased for receiving, handling, and delivering of materials and equipment.

However, the reading laboratories and special education programs have been viewed so favorably by educators, lay people, and the administration, that the Board of Public Instruction has made plans that all educational specifications for complete school plants in the future include reading laboratories. As budget will permit, these laboratories will be added to the older schools also.

Materials and Equipment

Numbers of people were contacted and utilized in the study of programs and the subsequent suggestions and recommendations as to materials and equipment needed for these programs. Sequential programs of study for basic students were developed and produced in the in-service training of teachers.

More thorough planning in the selection of certain materials and equipment would have been accomplished if the time element had not been a factor. Also due to the tremendous surge of orders throughout the nation, vendors were not able to fill orders promptly. However, in spite of these problems, a great deal of very useful materials and equipment were selected and provided for the activities for this year.

Personnel:

At the beginning there was a shortage of qualified and certified personnel to initiate the reading and special education activities which were scheduled. After the initial survey an explanation of the training programs was given. Teachers understood that transfers to other schools would be made if necessary. More than twice as many official applications were received for the training as could be served. During the summer, the selected teachers received intensive in-service training and 103 received certification in reading and 26 were qualified for the teaching of the educable mentally retarded students. At the same time, more than 100 other teachers were engaged in in-service involving mathematics, English, social studies, science, music, and art.

In the field of special education, requirements for pupil admission were standardised. Also, an organization of the special educational programs was structured so that the needs of children could be better met.

The in-service training curriculum producing programs for the summer of 1966 proved very fruitful and helpful in initiating the planned activities for 1966-67. A heretofore non-existent enthusiasm among teachers seems to have been generated through the disciplines as a result of these programs. This within itself has tended to up-grade personnel qualifications.

Federally subsidized programs did put a tremendous demand on the number of teachers needed. However, qualified teachers have replaced those taken from the regular classrooms and additional county staff personnel have been employed to relieve the regular staff of the overload.

Schedule

Little difficulty was involved in the scheduling at the school level during the first school year since little activity actually took place in the area of

reading and special education provided under the approved projects. There was no difficulty in scheduling pupils or teachers during the summertime.

Organization and Evaluation

After the initial activities involved in planning, the organization required by the activities was worked out satisfactorily. The evaluation of the activities was poorly planned and proved to be one of the most difficult things to do. Adequate base lines were not established nor information gathered as the activities proceeded. Invaluable experience has been gained from these activities.

JAMES F. GOLLATTSHECK
DEPUTY SUPERINTENDENT
OF PUBLIC INSTRUCTION

BOARD OF PUBLIC INSTRUCTION
Pinellas County

SCHOOL ADMINISTRATION BUILDING
1960 EAST DRUID ROAD
CLEARWATER, FLORIDA
33517

December 6, 1966



Mr. Leo Howell and John Wheeler
Evaluation Consultants
Office of Federal - State Relations
State Department of Education
Tallahassee, Florida

Gentlemen:

The following information is submitted in compliance with your letter of
December 1, 1966.

Narrative Report
PL 89-10 Title I

I. Perceptual and Linguistic Development, Grades K-3

Three major categories compose the items for this development:

A. Materials

1. Assorted building and construction toys and blocks
2. Assorted books, multi-ethnic, low vocabulary, high interest
3. Assorted filmstrips
4. Assorted phonograph records and tapes

B. Equipment

1. Permanent and portable outdoor play equipment
2. Tape recorders and listening centers
3. Record players
4. Filmstrip projectors and screens

5. Individual viewers
6. Cameras
7. Special equipment for handicapped

C. Mobile Units

1. Music unit for transportation of teacher and equipment to move from school to school
2. Mobile motor-visual technician units for clinical work with identified children
3. Mobile art trailer (see attached information)

The Title I, Public Law 89-10 project was first funded in January 1966. Between then and the close of school in June 1966, all materials, equipment and mobile units were ordered with receiving dates generally between April and June. Received merchandise was made available to the qualified schools immediately. However, little use with children was made of the items until the opening of school in September, 1966. This was to be expected when projects were funded so late and was one of the weaknesses of the program.

Teachers and teacher-aides were trained in use of similar equipment by borrowing from other schools in order that they would be ready for September, 1966, school opening. Considerable enthusiasm was shown for things to come. Teachers and Principals indicate an improved program because of the availability of this equipment at the very time it is to be used. It is difficult to provide an objective evaluation of the benefits of these opportunities except through visitation to the classroom and talks with children and teachers. Such visits have shown the bright-eyed enthusiasm and increased interest of the children.

II. Nutrition and Physical Development, Grade - K

There is substantiated information that prolonged deficiency of needs such as proper nutrition basic to the full development of the child greatly influences the learning process. Children in the economically and culturally deprived target population are usually handicapped by lack of physical development which accompanies prolonged dietary deprivation.

In order to combat this deficiency, which produces a pre-disposition to low energy supply and short attention span, a program of enriched snack time at the kindergarten level in qualified schools was instituted.

Kindergartens operate during a morning session for one group of 25 children and during the afternoon for another group of 25 children. Snacktime was established at 10:00 AM and 2:00 PM. An aide in the school lunch program was provided in each school concerned for four hours daily to prepare the snacks.

A typical menu is indicated:

A. Beverage - one of the following daily

1. $\frac{1}{2}$ pint milk (every third day)
2. 4 oz. Fruit Juice - orange, pineapple, grapefruit, tomato

B. Vegetable - three of the following daily

- | | |
|-------------------------|-----------------------|
| 1. Carrot stick or curl | 3. Green pepper stick |
| 2. Celery stick | 4. Cucumber stick |

- | | |
|---------------------------|----------------------|
| 5. Cauliflower Flowerette | 8. Cherry tomato |
| 6. Radishes | 9. Turnip root stick |
| 7. Tomato wedge | |

C. Fruit - two of the following daily

- | | |
|----------------------------|---------------------------------------|
| 1. $\frac{1}{4}$ orange | 7. Raisins |
| 2. Apple wedge | 8. Grapes - small bunch |
| 3. $\frac{1}{3}$ banana | 9. Plum |
| 4. $\frac{1}{2}$ tangerine | 10. $\frac{1}{2}$ peach |
| 5. Cantaloupe wedge | 11. $\frac{1}{4}$ pear |
| 6. Watermelon wedge | 12. Fresh strawberry (when in season) |

D. Protein Rich Food - one of the following daily

- | | |
|---------------------------------|--|
| 1. ~~1 hard-boiled egg~~ | 5. Peanut butter & jelly sandwich cut into four pieces |
| 2. $\frac{1}{2}$ stuffed egg | 6. Egg salad or cheese sandwich cut into four pieces |
| 3. Cheese finger - 1 oz. | 7. Stuffed celery with peanut butter or cheese |
| 4. Peanut butter on cracker | |

Teachers and teacher aides use the snack time to provide for relaxed, informal, small group experience that would stimulate oral communication and give many opportunities for social learning.

Opportunities for outdoor play experiences with the proper size and kind of play equipment is provided by one permanently installed unit and other portable equipment for use in a safe playground situation.

III. In-service training for Teachers and Aides, Grades 1 - 12

A. Aides

To provide increased opportunities for individualizing instruction and

guidance of the economically deprived child by the classroom teacher through the use of a teacher's aide.

1. Some suggested duties for aides:
 - a. To perform simple clerical duties.
 - b. To assist the teacher in large group situations.
 - c. To help prepare materials and work supplies.
 - d. To work with individual children under the teacher's guidance.
2. In-service training will be provided for teachers' aides in a three day workshop on duties and responsibilities, child development, the kindergarten, elementary or secondary program and school policies.
 - a. A typical program is shown:
 - (1) Orientation
 - (2) Policies for aides
 - (3) What can an aide do to help in the classroom
 - (4) Primary reading
 - (5) Language development
 - (6) Reading to children
 - (7) Manuscript writing

Elementary consultants and supervisors from Pinellas County staff provided the detailed program for the aide training. The training for aides who worked in the reading program at the secondary school level were trained by county staff personnel in much the same manner. The content of the training sessions was geared to junior and senior high school problems.

B. Teacher in-service training

These workshops were developed by the Elementary and Secondary County Staff consultants in cooperation with the teaching staff of the schools involved.

University of Florida, Yeshiva University, University of South Florida consultants and school principals were used as additional staff.

Subjects ranged from "Child Development", "What this means to You on Monday Morning" to "Individualizing the Reading Program at the Secondary Level." Agenda attached.

All workshops have been instrumental in providing tools for teachers to work with.

1. Knowledge of use of equipment.
2. Up-dating information.
3. Providing an evaluative process for the program.
4. Stimulation of interest in a supplemental program.

Some of the best consultants for teacher workshops are members of the local county staff who have the experience and background of local problems. Inability to pay such personnel as indicated in ESRA, Title I Program Guide #14 and Section 116.53 (d) of the Regulations makes the employment of these outstanding persons for leadership in workshops impossible. This is one weakness of the program.

Mr. Leo Howell and John Wheeler

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December 6, 1966

IV. Field Study Trips, Grades 1 - 3

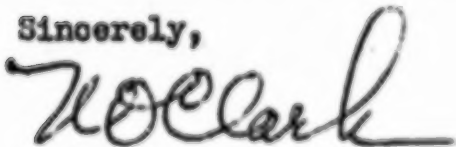
Local funds for school bus transportation for field study trips has been very limited for all schools. As a part of a program to provide supplemental enrichment experience for economically and culturally deprived children in qualified schools, funds were allocated for eight trips per year per kindergarten unit and eight per classroom, grades 1 -3.

These trips are made to areas of civic importance, industrial or cultural areas, enrichment centers such as museums, libraries and zoos, a supplemental Science Center developed under PL 89-10, Title III.

Outstanding in interest is the Science Center and the train ride from St. Petersburg to Clearwater. Such trips provide discussion in classroom from a personal experience of students. Cameras were provided each school so that pictures of field trips would be available for further discussion. Linguistic development has been indicated through the children's enriched cultural background. Children have had through this phase of the program, experiences never before obtained.

We hope that you will find this information satisfactory.

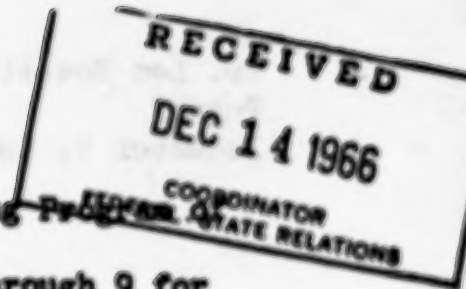
Sincerely,



N. O. Clark
Director, Special Projects

NOC/sam
Enclosures

SUMMER REMEDIAL READING PROGRAM



There were 10 teachers under Title I in the Summer Remedial Reading Program which 10 centers were set up servicing 323 children in grades 2 through 9 for a six-week period.

The time spent in each area was as follows:

1. 65 per cent instruction in basic reading skills
2. 2.25 per cent instruction in study skills
3. 2.01 per cent training in reading for various purposes and different types of reading matter
4. 20 per cent on vocabulary development
5. 10 per cent dictionary skills, use of encyclopedia, card catalogue, glossary, table of content, index, etc.

MATERIALS AND PUBLICATION USED

Cowboy Sam Series
Readers' Digest Skill Builders
SRA Lab (Science Research Association Laboratory)
ITA (International Teacher Alphabet Method)
McKee Inventory of Phonic Skills
Group Sounding Games
Webster Readers
Frostig Visual Perceptual Development Program
Basic Vocabulary Series

EVALUATION

Each student pre-tested and post-tested
Children with 35 or 40 hours of instruction had made gains in reading of 4 or 5 years.
The average gain of the over-all 323 with 20 hours of instruction was 1 1/2 years.

SUMMER READING INSTITUTE

Means for establishing the need for a reading institute:

(a) The lack of qualified reading teachers in the county:

As of a survey in September 1965, we found there were less than 25 teachers in Palm Beach County certified in Reading.

(b) The large amount of students who needed help in reading:

A staff of 10 zone reading teachers were employed for screening of students. There were 5,000 or more pupils who were referred and serviced. As a result of this process, it is estimated that 25 per cent or more of the total school population were severally disabled readers. Therefore, a summer reading institute was inaugurated. This institute was sponsored by the Palm Beach County Board of Public Instruction and funded under the Title I, Public Law 89 - 10. It was an institute from June 21, 1966 through July 30, 1966.

~~It was five days a week, seven hours a day.~~

Objectives of the Institute:

To Train Teachers To -

1. Recognize that children vary widely in the perceptual abilities that are prerequisite to success in reading.
2. Recognize that the cultural backgrounds from which children stem influence the level at which instruction must begin.
3. Recognize that language experience is a better predictor of success in reading than the traditional attempt to measure intelligence with pencil and paper test.
4. Recognize that children learn by different methods and that some children learn better by some methods than by others.
5. Recognize that all children can be helped to improve their reading skills if proper use is made of the diagnostic information, and a multi-sensory approach to teaching is used.

Procedure for selection of participants:

1. Must be employed as a teacher in the county in grades 1 - 12;
2. Hold a four-year degree;
3. Must have had one 3 semester hour course in Foundation of Reading as a prerequisite;
4. Recommended by principal or superior;
5. Meet F.A.U. admission requirements;
6. Had made application.

Of 150 applicants, 36 participants were selected on the above basis.

26 women - 10 men

9 Negro - 27 White

Staff

1. John L. Spagnoli, Director, Coordinator of Reading for Palm Beach County
2. Roger Sinigoi, Assistant Director, Demonstration Reading teacher for Dade County
3. Maxine S. Morris, Visiting Consultant, Special Reading Teacher for Dade County
4. Dorothy Butcher, Secretary

Materials

1. Developmental - seventy-eight publishers were represented.
2. Language Experience - fifteen publishers were represented.
3. Multi-Cultural - five publishers were represented.
4. Synthetic Word Attack - thirty-nine publishers were represented.
5. Analytic Word Attack - nineteen publishers were represented.
6. Teacher - Made
 - a. Flash Cards
 - b. Sand Trays
 - c. Tactile Alphabets

- d. Word Pattern Cards
- e. Montessori Materials
- f. Chalkboards (individual)
- g. Tactile materials for tracing variations
- h. Flannelboard material

Equipment

- 1. Perceptual Development
 - a. Perceptomatic
 - b. Flash-X
 - c. Tachistoscope
- 2. Visual Retention and Comprehension
 - a. Controlled Reader
 - b. Filmstrip Projector
- 3. Speed and Comprehension
 - a. Rateometer
 - b. Filmstrip Projector
- 4. Listening Skills and Language Development
 - a. Tape Recorder
 - b. Record player
 - c. Language Master
 - d. Tapes
 - e. Records
 - f. Movie Projector
- 5. Diagnostic Techniques
 - a. Overhead Projector
 - b. Telebinocular
 - c. Reading Eye Camera
 - d. Directionality Kit

6. Instructional Techniques

- a. Overhead Projector
- b. Movie Camera
- c. Film Strip Projector
- d. Tape Recorder
- e. Controlled Reader
- f. Tachistoscope
- g. Katesmeter
- h. Film Strip Viewer
- i. Record Player
- j. Balance Beam

Organization

1. Allotment of Time:

- a. Thirty days of attendance for seven hours per day by the thirty-six participants, totaled seven thousand hours. There were seventeen absences. Thirteen absences were the result of one student's failing to complete the course.
- b. Twenty-one hours were spent with consultants
- c. Thirty hours were spent with Reading Improvement
- d. Forty-six hours were spent in diagnosing and teaching children with reading problems.
- e. Fifty-three hours were spent in instruction and practice for the diagnosis of reading disabilities.
- f. Fifty hours were spent in instruction and demonstration of remedial techniques commonly used in the instruction of children with reading disabilities. Also, they were taught developmental reading to students who require stimulation to enable them to read at the level of their potential which may be higher than their grade level.

Facilities

1. Rooms - Materials were displayed and general meetings were held in Room 215 of the Learning Laboratory Building on the Florida Atlantic University campus.
2. Equipment - The Audio-Visual Department of Florida Atlantic University loaned the overhead projector, lectern, tape recorder, record player, dolly, video tape, two TV programs, slide projector, film strip projector, 75 acetates plus charts and other visual aids.

The College of Education of Florida Atlantic University furnished typewriter, mimeograph machine, duplication machine, secretary's chair, typing stand, pencils, pens and other supplies.

Diagnostic Procedures

Each participant was instructed in the administration and interpretation.

- A. Keystone Visual Survey Tests
- B. Directionality - Laterality check list
- C. Benton Visual Retention Test
- D. Wertheimer Gestalts
- E. Peabody Picture Vocabulary Test
- F. Diagnostic Reading Scales
- G. St. Louis Diagnostic Spelling Test
- H. Interest Inventory
- I. Personality Inventory
- J. House, Tree, Person
- K. Gates Reading Tests
- L. Nelson Denny Reading Tests

After observing several diagnosis completed by staff members, each participant diagnosed two children. The participants were responsible for compiling a diagnostic folder on each child diagnosed. On the basis of the information gathered, the children were coded as to instructional level and type of problem.

Suggestions for teaching the children were included in the folders which were forwarded to the schools that the children are attending this fall.

Remedial Techniques

Eighty-four children were instructed by the thirty-six participants for nineteen hours each. One student was given lessons in a demonstration situation for eight hours.

The participants were shown trail lessons on which they were able to base their instruction. The trail lessons included the learning of words by visual, kinesthetic, phonic and tactile approaches. Trial lessons for teaching comprehension centered on fragmentation of a passage, formulation of a purpose for reading and vocabulary development before reading.

If children were grouped for instruction, they were first considered for the group by instructional level determined by an informal Reading Inventory, then by type of disability. Regrouping might follow after trial lessons. A teacher, following this procedure, would be able to provide comfortable multi-level grouping.

The basic remedial techniques for teaching sight words and for word attack were the Fernald, Gillingham - Stillman and pattern approaches. The Fernald is a global approach, while Gillingham - Stillman and patterns are synthetic.

In order to build a familiarity among the participants to the point of overlearning the three basic approaches, the instructor explained and demonstrated each approach, the participants taught a student, using the approach and the instructor reinforced by demonstrating variations of the approach using teacher-made and published materials.

Reading Improvement Course for Participants

A. For Self-Improvement

1. Nelson Denny Tests A-B
2. Controlled Reader films IJ, MN, KL
3. Tachistoscope films, number letter combinations, figure design, digits (4,5,6), vocabulary building (grade 7 through college level)
4. Controlled Reader Workbook, IJ, MN, KL
5. Breaking the Reading Barrier Workbook, S.R.A. Workbook #2,3
6. Power and Speed Workbook
7. Rateometer
8. Skimming and Scanning Text and Workbook
9. How to Improve Your Reading (Paul Witty)
10. EDL Tapes (Listen and Read)
11. EDL Libraries (Science, Social Studies, Reference Skills)
12. Dictionaries, Encyclopedias
13. Reading Spectrum (vocabulary building, comprehension - word-analysis)
14. Perceptomatic - Phrase Drills, Digits (4,5,6,7)

Listed above are some of the materials used in the self-improvement course for the participants. All members were tested initially to help determine their needs and to organize the class into groups.

Each group received training in speed, comprehension, perception, vocabulary building, dictionary skills, eye movement, skimming and scanning, critical reading, visual retention, organization of ideas, and many other skills necessary to the improvement of one's reading ability.

The self improvement course was conducted for one hour each day, five days a week throughout the length of the institute.

Members were able to chart their own progress and were working on a self-competitive basis.

At the end of the course all participants were retested to measure the progress they had made in the areas of vocabulary development and comprehension.

All participants but two showed a significant gain in speed and comprehension.

B. For Teacher Training

Since the participants came with varying backgrounds and worked with children on all levels, it was necessary to provide a range of materials and a variety of teaching methods to meet their needs.

Among the multitude of topics discussed, presented and demonstrated all participants were required to construct an informal Reading Inventory for the course.

Participants learned the scope and sequence of reading above and below their grade levels. They worked out daily, weekly and yearly plans on the basis of information and materials presented during these hour sessions.

Each participant learned to operate and select materials for the controlled reader, tachistoscope, rateometer, Listen and Read tape recordings, Perceptometers, record player and viewer.

The basal reader and supplementary reading material was carefully analyzed as to proper use and value to the reading program.

Individualized and programmed material were discussed to determine their place in the developmental reading program.

Each day several oral reports were made by the participants, relative to

certain reading materials which were considered valuable to the teaching of reading.

Many aspects of reading were discussed such as how to tailor reading material to the needs of the pupil. Testing materials were evaluated as to validity, reliability and proper use in the classroom

Participants felt that this hour was of great value to them and that the material they received during the course would aid them in doing a better job when they return to school in the fall.

Use of Consultants

- A. Dr. Robert I. Tanner, optometrist, spoke to the group via television explaining and demonstrating vision tests and carrying on an in-depth discussion of visual perception. He, then appeared before the group for an informal discussion and question and answer session.
- B. Dr. Edwin Smith observed participants as they taught students. He commented favorable on the work that he saw. In his formal speech to the group, he emphasized the role of teaching the child to read as having primary importance even over diagnosis. He indicated that the Fernald tracing method needed to be followed by a teacher without deviation until familiarity made deviation feasible. He emphasized the importance of the phonic approach to the remediation of all reading problems with the coming use of patterns which seem to be the most economical of time.
- C. Dr. Robert M. Allen demonstrated the Frostig Test of Perceptual Development and explained his research with the test and the Frostig Program of Perceptual Development in certain schools for the mentally retarded in Miami.

Participant Activities

- A. Constructed an Informal Reading Inventory including graded word lists, graded paragraphs for oral and silent reading, an alphabet for testing

knowledge of letter names and sounds, nonsense words to test visual and auditory knowledge of vowel sounds, common word parts, nonsense words to test visual and auditory blending, and groups of words for testing auditory discrimination.

- B. Wrote a critical analysis of three books from the listed bibliography.
- C. Diagnosed and instructed at least two children.
- D. Wrote a narrative summary of diagnosis for one child.
- E. Constructed the materials necessary to teach the particular skills needed by each child.
- F. Kept a log of the teaching activities for each child.

PARENTS' EVALUATION OF THE READING INSTITUTE

- 1. My child's interest in reading has
Improved 62 not changed 7
- 2. My child's ability to recognize new words has
Improved 64 not changed 2
- 3. My child's ability to understand and remember what he reads has
Improved 50 not changed 9
- 4. My child's teacher has shown an understanding of the child's problems and
has helped the child
Very much 62 Very Little 1
- 5. My child's teacher has been helpful to me in explaining the child's problems
and how to deal with them.
Very helpful 38 of little help 3 of no help 3
- 6. I feel that this program should 68 should not 1 be continued next year.
- 7. Please make any suggestion that you think might improve the program:

Responses were received from the parents of 71 children.

PARTICIPANTS' EVALUATION OF THE READING INSTITUTE

1. The materials and equipment provided for our use
Positive responses 31 Negative responses 0
2. Institute staff members were
Positive responses 29 Negative responses 0
3. Contributions made by consultants were
Positive responses 31 Negative responses 0
4. Diagnostic techniques demonstrated were
Positive responses 29 Negative responses 0
5. Remedial techniques demonstrated were
Positive responses 27 Negative responses 2
6. The reading improvement course for participants was
Positive responses 29 Negative responses 2
7. The planning and organization were
Positive responses 26 Negative responses 2
8. Spaces provided by the University
Positive responses 9 Negative responses 22
9. Cooperation of other departments of the University was
Positive responses 19 Negative responses 0
10. The following changes should be considered in order to improve the Institute
(typical comments)
 - a. More Space for working with children
 - b. One separate room for office and materials
 - c. More space for reading improvement
 - d. More time to work independently with materials

EMSA Classification "B"

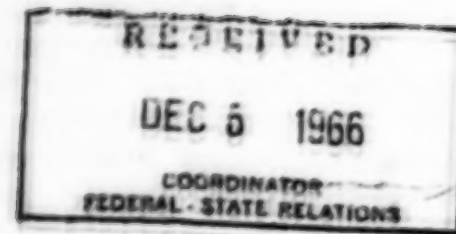
COUNTY	COUNTY NUMBER	PROJECT NUMBER
Alachua	01	6604
Lake	35	6601
Manatee	41	6601 6602
Polk	53	6602 6604
Sarasota	58	6601
Seminole	59	6602
Volusia	64	6601

ALACHUA COUNTY PUBLIC SCHOOLS
W. S. Talbot, Superintendent
Gainesville, Florida

December 2, 1966

MEMORANDUM

TO: Leo Howell and John Wheeler
Evaluation Consultants
Office of Federal-State Relations
Tallahassee, Florida, 32304



FROM: Lilly May Shaw
Administrator, Federal Programs
1817 East University Avenue
Gainesville, Florida, 32601

SUBJECT: Strengths and weaknesses of critical procedural aspects of Title I Project Activities

READING IMPROVEMENT K-12, ESEA-II-6601

As Alachua County began implementing its first Title I project, school facility problems increased. Already operating under crowded conditions, the addition of 46 full-time employees in the middle of the year led to extremely inadequate work space for all. Reading teachers found it difficult to provide individualized instruction and special help for deprived students when necessary to utilize offices, halls, storerooms, lounges, libraries, and multiple-use conference rooms as classroom space. In moving from one place to another within the school plant, reading teachers were further handicapped in making appropriate materials readily available for the learner. However, as the program developed, some of these problems were alleviated, through the acquisition of three 12 x 60 foot mobile trailer units and nine portable classrooms. The necessary lapse of time between project approval and construction and acquisition of these units compounded the situation, and final completion of these additional classroom spaces is viewed as a great strength of the program. Local personnel feel that the approval of temporary and permanent construction is essential to the continuation of special Title I programs.

Second to personnel, materials and equipment were the items most frequently mentioned by teachers, specialists, principals, librarians, and supervisors as being beneficial to the students. All agreed that new avenues of learning were opened through audio-visual and manipulative devices which schools could not previously afford. These materials and equipment were reported to have positive motivational effects on learning. High interest, low ability reading materials became attractive to children who had never before shown interest and enthusiasm. Teachers made greater use of recordings, filmstrips, and films to correlate and enrich classroom instruction and learning, indicating more understanding on their part of the need for a variety of materials to promote student interest. With the acquisition of many new books and of special easy-to-read books, librarians reported circulation increases. Reading Specialists cited the remedial materials and devices available through the Reading Clinic as highly motivating to the individual student. Acquisition of all materials and equipment followed county procedure and no special problems were encountered in the administration of same. Maintenance personnel found increased deliveries added to their work load. Indirect costs began to mount as schools requested the county to provide bookshelves, storage areas, etc., which had not been anticipated. The greatest problem in this area was the inability of companies to produce the materials requested in the short length of time remaining in the fiscal year. Earlier planning and

approval of projects should facilitate this matter.

Since Alachua County includes a major university, few problems were encountered in personnel qualifications and training. By promoting highly-qualified regular classroom teachers to the positions of Reading Specialists and filling their vacancies with less-experienced (but qualified) personnel, all instructional positions were filled with capable persons. Principals and parents objected to teacher changes during the school year, and many felt that the "best" teachers would be "wasted" in teaching deprived students. However, it soon became evident that people and individual attention to deprived students was giving immediate results. Teachers reported positive attitude changes toward reading and other phases of school performance. As attitudes improved self-concepts appeared to be strengthened, and behavior of problem students improved. Ability to obtain qualified, trained personnel locally is considered a great strength of our program and an asset to the students involved.

The time schedule of official funding was the greatest weakness of Title I programs. Because the Reading Program was implemented late in the year there was some disorganization when personnel changes were made. Communication and human relations problems resulted because of insufficient time for individual school preparation. Lines of authority and lines of communication were sometimes confusing, due to inadequate clear definition of roles of personnel. The timing of reports was very awkward, and administrators complained that "the date you get them they were due yesterday". Delays experienced between requisition and delivery of equipment and materials was distressing to personnel expecting immediate action.

Except for the problems previously mentioned organization and evaluation posed no problems unique to this area. All personnel were carefully oriented to the emphasis that would be placed on subjective evaluation in connection with more formalized test studies. The evaluation of the first year consisted more in collecting base line data than in objective project evaluation. Benefits to individual students resulted from informal evaluation procedures. Personnel became increasingly aware of the importance of keeping anecdotal records and making assessments (other than test evaluation) of individual progress. These assessments resulted in more individual planning for the needs of students. Problems resulted in presenting evaluation reports to the State Department of Education on time. These problems were related to insufficient local personnel and were not related to the state schedule for submitting various phases of the evaluation.

Efficient state organization and preliminary orientation and planning made it possible for Alachua County's Reading Improvement Program to begin at an inopportune moment and achieve many of the objectives itemized for educationally-deprived children.

FOOD SERVICES K-12

Approximately 1,000 deprived students were served Type A school lunches daily in Title I program 6601. An additional 500 students received supplementary early morning milk daily. As a result of this program teachers and principals observed great positive changes in student vitality and energy. The strengths in the program were the advantages to individual students who were under-fed or poorly fed. County procedure for applying for economically needy lunches were followed in administering the program. Principals and teachers were most helpful in recommending and screening students for participation.

By paying the total cost of the lunch, additional qualified personnel were added to cafeteria staffs to take care of the necessary increases in work loads. Decreases in desirable commodities and rising prices threatened to increase the food cost, but very careful local planning enabled lunches to be served at no cost increase. Refrigeration equipment was inadequate for handling the supplementary milk; local expenditures were made for additional equipment. Plates, trays, silverware, etc., were not available to serve the increased numbers of students. Local expenditures in this area added to the indirect costs of the program. Additional and separate records and accounting procedures created additional work loads on administrative personnel. Evaluation reports were held to a minimum, since individual student health and vitality were the key factors involved. The greatest strength of the program was in making hungry deprived children satisfied with wholesome, balanced meals. The greatest weakness of the program was in inadequate anticipation of administrative problems involved. As the program progressed these weaknesses tended to decrease, and the Food Services aspect was judged important enough to the overall welfare of the deprived child to continue and expand in fiscal year 1966.

TEACHER AIDES

The teacher aide program began in Lake County schools with the advent of (Public Law 89-10, Title I Projects) ESEA. During the first year 137 aides were employed to assist the teachers in the first, second, and third grades. This year 100 Aides are employed to help teachers in grades 1, 2, 3, and 4. One aide is assigned to two teachers. The primary purpose of the program is to help children. This is done in many ways but one of greatest import is to free the teacher from non-instructional duties that she may give individual attention to each child, most especially to the economically and educationally deprived. Aides are employed for nine months and work the same hours as the teacher, 8 a. m. to 4 p. m.

Previous to the start of our program, six master teachers were relieved of their classroom duties for two days and under the direction of the elementary supervisor a plan of procedure was discussed and developed. Principals were notified that the following qualifications would be required of applicants for aide positions:

1. Health certificate including T. B. X-Ray.
2. Letters of endorsement as to morals and sobriety.
3. Sincere love of children and an awareness of individual needs and differences in children.
4. High school graduate.

Principals filled their quota of aides from qualified applicants and recommended them for training. A three day workshop in three centers in the county was established with two of the master teachers, as a team, assigned to each area to train the selected applicants.

As a result of this training, an excellent start was made in the aide program in all the schools involved. An import result of the training period, too, was the development of a handbook for teachers and aides. The handbook helps to keep our program on track and serves continuously as guidelines for teachers, aides, supervisors and administrators.

During the year, area meetings were held for teachers with aides so that they might be kept fully informed as to any new information available, to review the duties and responsibilities as laid down in the handbook, to discuss good and bad practices in the program, to review evaluation procedures and to plan for next year.

Through out evaluation, we try not only to look at pupil growth and attendance, but also to obtain reactions to the value of the program from parents, pupils, teachers, supervisors, administrators and the public in general, ~~to the value of the aide program~~. We will try further to get teacher reaction by having them list their activities for the day with aides and before aides were available. So that the additional time devoted to individual instruction to all pupils but most especially for the educationally and economically deprived may be measured.

To this point, the aide program in our county has been well received by all school personnel, pupils and parents and the general public. We hope in time that this program may be expanded to include all elementary grades and high school departments.

BOARD OF PUBLIC INSTRUCTION
MANATEE COUNTY

December 7, 1966

Mr. Leo Howell
Mr. John Wheeler
Evaluative Consultants
Office of Federal-State Relations
State Department of Education
Tallahassee, Florida

Gentlemen:

In accordance with your request of December 1, (due yesterday) in narrative form with enclosures is forwarded herewith:

1. Health Services

Health: To being health services to the educationally, socially, and economically deprived children and to their parents was described as one of the greatest needs which this program could meet.

As evidence by evaluative statement on School Health and Related Services, it is felt that the facilities were adequate or made available as need was found, materials were sufficient, equipment was adequate, personnel qualifications were satisfactory as per state standards, personnel training was sufficient - orientation to to community and school needs was under competent supervision of the Health Department; also the instructors and administrators of the schools involved, personnel were assigned to specific area schools and districts and the organization was planned to utilize the personnel to bring about the services to improve health and well-being of these deprived children and parents.

A copy of the annual report is enclosed for your information.

2. Art and Music

Art: The program in the elementary schools one teacher aide was made available to assist classroom teachers in utilizing and recognizing the value of art for promoting creativity and critical thinking for expressing ideas and feelings, otherwise inaccessible for lack of facility with language. Conduct classroom demonstrations and workshops with teachers and furnish information on making use of art in the classroom.

Music: One teacher aide to assist elementary classroom teachers in planning and promoting a musical program for personal development and enrichment.

Both of the above activities deal with personal development through the uplifting and enrichment of the culture which so often accompanies the economically deprived student.

It is felt that the objective in the above named areas were successfully met as evidenced by teacher observation and behavior patterns of the children involved.

Facilities were adequate, materials and equipment sufficient, scheduling along with organization and evaluation were considered in the planning stage and teachers were oriented by inservice workshops.

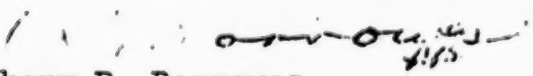
The availability of necessary personnel was a stumbling block. Inservice training was discovered as a necessary factor for program implementation. Planning and working with teachers was found very necessary - objectives, materials, equipment, needs and purpose of the program.

The cultural areas covered in the enrichment program successfully met the objectives stated in the program - less absence - behavior - development interests - participating in other school activities.

I hope the enclosed information answers your request if further information is required, please let me know.

Sincerely yours,

BOARD OF PUBLIC INSTRUCTION
Manatee County


Anthony R. Borrowes
Coordinator, - Federal Programs

ARB:hp



THE BOARD OF PUBLIC INSTRUCTION

FOR THE COUNTY OF POLK

BARTOW, FLORIDA

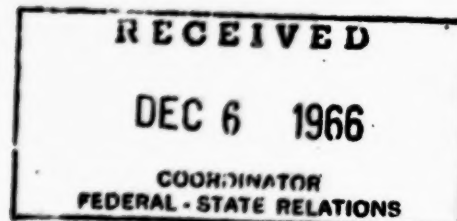
P.O. BOX 391

TELEPHONE 833-3101

HELLEY S. BOONE
SUPERINTENDENT

MEMORANDUM

December 2, 1966



TO: Mr. Ralph Diaz, Supervisor of Special Projects

FROM: Beth Stevenson, Secondary Reading Consultant

SUBJECT: Strengths and Weaknesses of Title I Projects as Requested by Office of Federal-State Relations

1. As to facilities: Of the seventeen junior-senior high schools selected for the corrective reading programs, all of the schools except one were able to house the program satisfactorily. The one school having difficulty because of the great increase in student population, had to act as a traveling teacher. As no money was allocated through P.L. 89-10 for housing, many different kinds of environmental situations exist. The majority are regular classrooms which have been adapted to meeting the needs of a reading center; however, one most interesting center is located in a small one-room house which belongs to the school.
2. As to materials: The materials which we selected for the program are meeting the needs of the students. As a whole, the teachers have been very satisfied with the materials. Of course, they are evaluating as they teach and at the end of the year will be able to state which have been most effective.
3. As to equipment: All of the equipment which was ordered has been delivered and the teachers are using it with the program. Representatives from various equipment companies held training workshops for the use of their equipment. The EDL Controlled Readers were at least a month late in arriving which caused some delay in beginning the program as planned.
4. As to personnel qualifications and training: Because of selecting our special reading teachers last year, we were able to sponsor college reading courses for the teachers who were not previously certified in reading. With these courses, in-service training, and summer seminars, we feel that our teachers are well prepared. The only weakness that I can think of is that we do not have trained teachers in reserve which we are going to have need of in the next year or possibly next semester. If we could continue to have in-service training and pay for substitutes, we might be able to take care of this situation.

Mr. Ralph Díaz
December 2, 1966
Page 2

5. As to schedule: In the junior high schools, scheduling of students has been satisfactory, but it has been difficult in the senior high because of certain required credits for graduation. No credit is being given for the corrective reading, with the idea that pressure and fear of failure would not be present; but it seems that we may have to alter this procedure for the senior high student because he needs more incentive.
6. As to organization and evaluation: The corrective reading program has been incorporated into the English Departments of the Secondary Schools and as such follows the procedures set up by the individual schools. However, the reading teacher is a resource person for all content areas and as such has been serving, the social studies, science and math departments. The only serious weakness that I know of is the lack of providing for a substitute teacher in case the reading teacher has to be absent.

We are constantly evaluating the program, but specific pupil reports are kept from which we can secure data at the end of the year.



THE BOARD OF PUBLIC INSTRUCTION

FOR THE COUNTY OF POLK

P. O. BOX 391

BARTOW, FLORIDA

TELEPHONE 833-3101

HELLEY S. BOONE
SUPERINTENDENT*Polk "B" pty*MEMORANDUM

December 2, 1966

TO: Mr. Ralph Diaz, Supervisor of Special Projects

FROM: Alice Woods, Elementary Reading Consultant

SUBJECT: Strengths and Weaknesses of Title I Projects As Requested By
Office of Federal-State Relations

P.L. 89-10
Elementary Reading

Perhaps if our program has one really strong point it is that our teachers are well trained and qualified for their job as reading resource teachers. We were able to accomplish this through monies allocated in the original budget for the training of personnel. Last summer a five-weeks workshop with 6 hours of college credit was held for the elementary and secondary teachers in the areas of diagnostic and remedial reading. Mr. William McDonald, Assistant Professor of Education, University of South Florida, held the workshop in an elementary school in Winter Haven during June and part of July. Children with reading disabilities were brought to the center where the teachers administered a battery of tests, did a case study and then followed through on remediation. They used the tests and the remedial materials that they would have available in their classes in the fall. Also, we were able to clarify points of the program for them and begin to help them in setting up their classes for the coming year. In addition to this workshop other extension courses in the area of reading needed for certification were provided by the project. As a result, 34 of the 36 elementary teachers are certified and the other two are working toward it.

Our project provided no buildings or rooms so each school had to find a place if they wanted the unit. It is very interesting that some were able to provide beautiful (as classrooms go) air conditioned classrooms, others are in traditional type rooms, two in large storage closets, three on the stage, and one is in an old auditorium (minus the seats) that has a slanted floor. Oddly enough, no one is unhappy about it and good teaching is going on.

We have adequate materials and equipment for our project at the present time for much of the allocation for the first year was used for their purchase while the program was being developed in detail. One of the greatest difficulties I have encountered as coordinator of the elementary reading project has been the distribution of the materials which could not be sent directly to the schools from the factory. A great deal of my time has to be spent on their distribution rather than in involvement in the curriculum of the program. This bothers me, but this is a problem that will not evolve again once the materials are sent out.

Mr. Ralph Diaz
December 2, 1966
Page 2

Quite a bit of spade work went into the explanation of the program to the principals of the schools involved so the program was just getting off the ground in most schools before the end of the school term last year. The teachers have found wide acceptance of their work by fellow teachers, students, and parents. However, they have found that one of their greatest problems has been scheduling children for their classes at a time the classroom teacher felt the child could be out of the room. This will be somewhat easier next year.

Since we started the program this year, we have done no formal evaluation. However, the reading teachers are keeping adequate records of tests and will have a pre and a post test score on each child in May. Also, they are doing anecdotal records on each child and as I visit each school we do an informal evaluation of the total program to be sure that we have a common understanding and are going in the right direction. The principals have been so helpful in setting up and implementing the program in their respective schools and have such an interest in having it succeed that I have found that they are in close contact with their teachers and continually assess it to find out how they can help.

SETI MCKEEI
DISTRICT 1

W. RALPH DURRANCE
DISTRICT 2

GENE HEAD
DISTRICT 3

A. T. RACE, JR., CHM
DISTRICT 4

WENDELL H. WATSON
DISTRICT 5



THE BOARD OF PUBLIC INSTRUCTION

FOR THE COUNTY OF POLK

P. O. BOX 391

BARTOW, FLORIDA

TELEPHONE 833-3101

SHELLEY S. BOONE
SUPERINTENDENT

MEMORANDUM

December 2, 1966

TO: All Concerned

FROM: Polk County Board of Public Instruction

SUBJECT: Description of the Polk County Homebound Instruction Program,
P.L. 89-10

Although the original Project included the hiring of three Homebound instructors, only two were hired during the first phase of the program. These worked in the East and Central areas of the county, i.e., Haines City, Lake Wales, Frostproof, Winter Haven and Auburndale. The two teachers continued working after the regular session of February 1 through June 9, and worked from June 10 through July 22, 1966. Both teachers operated from a Crisis center.

Because the program was so well received and the need was so apparent, six homebound units were written into the project this year. At the present time four have been hired and a waiting list of children is compiled for the other two teachers when they can be secured.

Some attempt was made to select teachers with several years of teaching experience and preferably experience at the elementary level. However, in one case the person hired had recently received his college degree and had no teaching experience. It came as a surprise that this person has made the most outstanding contribution, maybe because he came with no preconceived ideas but at least because he is a personable young man who has become an outstanding Public Relations person for the program.

To date only one man has been hired but we are seeking other young men for the two vacancies. We have been lucky in the selection of personnel because each has the ability to enter a school, seek counsel with the principal, discuss lesson assignments with the teachers and then be welcomed and gladly received in the homes.

In hiring the teachers, in each case, the Coordinator of Special Education has discussed with them the policies, philosophy, problems to be anticipated and joys that might result. In each case, the applicant chose the work. This we feel is very important.

Although this is the first program of homebound instruction in Polk County, the acceptance and appreciation of it on the part of school personnel, medical profession, parents and public at large is amazing. Generally materials

Page 2

used in the homes and hospitals is taken from the school where the child was enrolled but these are supplemented by film strips, flannel boards, view masters, etc., which have been purchased through the project.

The only weakness that we could list is that we have not been able to fill the two vacancies and even if we had these two additional teachers we still would need more teachers to serve the needs of the county.

We anticipate the further expansion of this program during the next school year.

BOARD OF PUBLIC INSTRUCTION

SARASOTA COUNTY, FLORIDA

- NARRATIVE REPORT -

RE: ACTIVITY IN (1) SPECIALIST IN ACADEMIC
SUBJECTS AND (2) GUIDANCE



Specialist in Academic Subjects:

For the 1966 fiscal year of the PL 89-10, Title I program, we employed new specialists in academic subjects and made extensive use of our supervisor in science to develop programs for the PL 89-10 schools. At the outset, we were limited by a lack of facilities, materials and equipment. We overcame the facilities program by receiving permission to build four portables, two of which were used to house the specialists in academic subjects. In our project, we placed limited amounts of money in materials and equipment, but we were handicapped by not having sufficient quantities to really do a good job. It was difficult to schedule these people due to the heavy demands made for their services. We used these people to: (1) develop materials; (2) set up workshops for in-service training; (3) develop courses of study to meet needs of disadvantaged youngsters; and (4) diagnose weaknesses that existed in individual classrooms and with individual students.

In terms of personnel qualifications and training, we were extremely fortunate in securing the services of Dr. Alfred Klein, Specialist in Reading; Mr. Carroll Fogal, Specialist in Mathematics; Mr. Don Spivey, Specialist in Foreign Languages; and Mrs. Lois Tjaden, Specialist in Reading. The organizational pattern which these people followed was that they were considered staff members in the total school program and their work was structured through the Division of Instruction.

Specialist in Academic Subjects - (Continued):

By way of evaluation, we considered this to be our most successful program. The teachers in the schools have welcomed the suggestions and help given by these academic specialists, and we believe that their reorganization of the instructional program in their specialities will result in greater achievement.

The PL 89-10 -- 1967 program is relatively the same program with these academic specialists, except that we have eliminated the foreign language supervisor as a PL 89-10 person. We felt that he could not devote his full time to working with these schools, since many of them did not have a language program started. The Board of Public Instruction, however, is continuing the services of a foreign language specialist, and he is working with the PL 89-10 schools.

We have made extensive use of our science supervisor to organize work shops, help equip the schools and provide programs for these schools.

Guidance:

Last year, we employed one guidance counselor to supplement the guidance program at Booker High School. We also provided this area with a secretary to help bring together the cumulative folders, etc., of these disadvantaged youngsters. In addition, we employed a guidance counselor at the elementary school level, and this individual worked on the campus at two of our elementary schools. These people did not have adequate facilities, materials or equipment to work with. They were well qualified by virtue of training and experience. They have, of course, followed the regular school schedule for guidance purposes.

This year we have continued the same program that we undertook for the 1966 school year.

Our evaluation of this program is that we feel it is one of the most badly needed programs in this particular target area. The only weakness we feel is inherent in the program is that there are not enough of these people working in this area.

12/5/66

DEPARTMENT OF PUBLIC INSTRUCTION
SEMINOLE COUNTY, FLORIDA

R. T. MILWEE
SECRETARY AND SUPERINTENDENT
SANFORD, FLORIDA
32771

December 7, 1966

Seminole County Materials Service Center -

The Curriculum Materials Service Center opened its doors on March 21, 1966 in a building called Old Hopper Academy. It was one of the first Negro schools in Sanford and at this time two rooms were used as office space for the Supervisor of Negro schools and other rooms as a warehouse for Seminole County school supplies.

One large room on the first floor was designated for the Materials Center and using the school maintenance crew, this room was painted and made ready for use. Overhead lights were installed, a combination sink and cupboard added, and electrical outlets spaced so that equipment could be used as it arrived.

The Center is in a predominately Negro area, one mile from the center of the city of Sanford. The families living in this area are friendly people who take an interest in their homes and children, and are now proud of the fact that their old school is again being used.

The walk leading to the large double doors at the front of the building serves as a drive for the Walk-in Van and makes it easy to load and unload equipment and materials. We feel fortunate that space was available to begin operation but at present we are having growing pains.

Our equipment and materials have taken up most of the space, and there is not enough room to carry on general office duties and maintenance of equipment. We must also note that the Library Coordinator is based in this room, and our plans for a curriculum library have been curtailed because of lack of space.

To allow for more room we moved three large, double door, metal cabinets into the hall, but we still are cramped for space. We hope for additional room as soon as school supplies can be moved to other quarters.

continued

Securing the building against vandalism is another problem uppermost in our minds. Heavy metal screening was placed on the windows but it would not take much prying to enter doors or windows in this old building. We are thankful, however, that we have a place to be of service to our schools.

At this point we would like to state that the Curriculum Materials Service Center serves all of our qualifying schools---grades 1 - 12 in the same way, so we will not break our narrative into catagories of K-6, 7-9, or 10-12.

Instructional materials that were purchased were those items that we felt would not normally be purchased by the schools because of limited usage in a school, or because the cost would be prohibitive for a school. It was also reasoned that current material, new on the market, could be previewed and if it met the standards of our curriculum, it could then be purchased for use throughout the system. We feel that the twelve sixteen millimeter films in the humanities, purchased from Encyclopaedia Britannica Films has helped our senior high students, and has promoted an interest in this area in the ninth grades of our junior highs. Before loaning these films, we contact the teachers to assure proper usage, and inquire how it will be used in connection with the lessons. We assist teachers in a way to better evaluate the films for maximum learning.

Filmstrips have been purchased in areas of guidance, elementary reading, science, and social studies. Most of the filmstrips have records to accompany them, and if we feel the lesson is too long, we break the recording into sections and place them on tape.

We have started a vertical file of free materials and have purchased land formation models along with models of parts of the body which were given to the center.

We have prepared sixty-two transparency sets which amount to one-thousand, eight-hundred, sixty mounted transparencies. These are in constant use, and teachers may use them for as long as they are needed. In cases where there is more usage demand, we make a duplicate set.

At present we have just completed copying forty-nine French and Spanish tapes for use in our new language laboratories. We have made an extra copy of each tape so that there will be a master set at the center in case a tape is accidentally erased.

Some of the services that we perform for our system are as follows:

1. Dry mount and laminate pictures
2. Assist in cutting original tapes
3. Make original transparencies
4. Cut stencils with electronic stencil cutter

continued

5. Make colored overlays
6. Prepare signs
7. Help teachers find and secure material they need
8. Run material on spirit duplicator or mimeograph machines
9. Pick up and deliver films from Orange County Materials Center.

We do not have enough films, filmstrips, models, or records to do what we hope to do, but we are very pleased with the use of present materials and can see by our records that the usage increases each week.

Our equipment at the Center is in constant use, but we are still waiting to receive items ordered last February. We realize that this is a problem nation wide and that companies have not had the proper technicians to even assemble some of this equipment.

We have tried, as much as possible, to standardize the equipment in our county, but some items have not been of the quality that we have desired. This is due in part to the regulations set up for bidding.

We feel that the dealers in this area have been most helpful, and have gone beyond the call of duty to get information for us concerning equipment and materials that they didn't even handle.

We are making extensive use of the following equipment for producing material:

- 1 Ozalid 60
- 1 Thermofax Secretary
- 1 Thermofax Book Copier
- 1 Electronic Stencil Cutter
- 1 3 tape Duplicator
- 1 Disc to tape Duplicator - we constructed

Personnel associated with the Center consists of the following people:

Mrs. Ruth Long, Coordinator of Libraries, has her Masters Degree in Library Science and works full time assisting the librarians in the county. She was a former teacher, and therefore has a knowledge of the curriculum in the county. She is a member of the county staff and helps to coordinate plans for the present and future activities of libraries.

Mrs. Angelin Taylor, Coordinator of Audio-Visual Services, has a teaching experience of twenty-four years in grades 1-8, and was an Audio-Visual Coordinator of Newark Public Schools, Newark, Ohio, before moving to Sanford, Florida. She holds a Bachelor of Science Degree in Elementary Education, and has taken several courses from Ohio State University in radio, television, and audio-visual production. She is presently taking courses in Library Science so that she will be properly certified in Florida. Along with her duties of running the Center, she also coordinates off-campus credit courses for the University of South Florida, and is the Coordinator for Educational Television.

continued

She has been named one of the representatives for the Gainesville Component area and will be attending the Educational Media Conference for Instructional Supervisors held on December 5-7, 1966, February 20-22, and April 17-19, 1967. This conference is sponsored by the Southeastern Education Laboratory and will be held at Lake Jackson, Georgia.

Mrs. Betty Halback is the secretary for the Center, and has previously been a school secretary. She has become proficient in running equipment and is helping to produce material. We feel very fortunate in having a person such as Mrs. Halback, because of the extensive use the Center is having.

Mr. James Talmadge was employed for electronics service repair. He has had twenty years experience in the U. S. Navy in this field. He also serves as the driver for our courier service.

We hope to expand our personnel by employing a man to serve as full-time courier, thus keeping Mr. Talmadge on full time to service our language laboratories, VTR equipment, and all other audio-visual equipment. We can also see a need for a trained graphic artist to assist us in producing original materials.

The initial organization of the Center was supplied in the first part of this report as background. We would like to mention some other facts that we feel are pertinent.

One of the prime concerns of our county school system was in the area of communication. There is a great distance between schools at the south end of the county and the county office. Therefore, we purchased a Walk-in Van which was large enough to handle all types of equipment and inter-school mail. Forty-eight large canvas bags with chain holder were purchased for mail and films. Two thousand 16" x 14" brown envelopes with tie closures are used for mail between schools and the county office.

The courier makes his run three times a week to each school, delivering mail and films, and does the repair work on equipment at the Center on Wednesdays and Thursdays. Schools place broken equipment in their offices and it is brought to the Center for repair. We keep a supply of spare parts and tubes for this work.

The Center is also the warehouse for lamps and all types of material for producing material. The schools send their orders to the Center and we deliver the items by courier the following day.

The Center is designed for service to teachers and schools. Many teachers come to the Center after school hours to work on projects or to preview the material we have on hand. They also make use of the Center as a place to locate information for class lessons, credit courses, or material that they would like their respective schools to purchase.

continued

It is interesting to note that teachers want to know how to run equipment and produce material. A survey was made in the county and we found that there were seventy-six teachers who desired a course in the Production and Preparation of Materials for Trimester III of 1966. Thirty-seven teachers were chosen and enrolled from Seminole County. Mr. George Allison, of the Orange County Materials Center, was to be the instructor, but on his trip to the DAVI Convention in San Diego he was hospitalized. Mrs. Taylor, with permission from the University of South Florida, conducted the class for seven sessions until Mr. Ted Rosa of Volusia County could take over. Mrs. Taylor acted as his assistant.

Many teachers asked for this same course for the summer. Mrs. Taylor contacted the University of South Florida and was given permission to instruct the class after she had filed her records of transcripts and recommendations from persons who knew of her work. Twenty-five teachers enrolled for a two-week workshop which met from 8:00 AM to 12:30 PM five days a week at the Center.

Mrs. Taylor conducted the class in such a way that all enrollees not only knew how to produce material, but also learned the techniques of using equipment and material. Each teacher gave class demonstrations and listened to a critical analysis of her presentation. All of those enrolled said they gained much from all the lessons, and were able to incorporate ideas from others into their own teaching situations.

Again in Trimester I another course in Production of Materials has been held at the Center with forty-two teachers enrolled. Mr. Richard Reynolds from the University of South Florida instructs the class, with Mrs. Taylor acting as assistant.

We feel that our teachers are doing a better job of teaching because of these courses and we notice the excitement and enthusiasm that is generating through out our schools. Other teachers are inquiring if such a course is to be offered again this coming summer, and we are planning to arrange a course for this group.

We are actively engaged in helping schools expand their usage of Video-tape recording equipment; and plan to have some in-service classes in the use of cameras, lighting, arrangement of materials, and small school studios. Mr. A. Edmunds, Director of ETV, Channel 24, Orlando has agreed to help us with this phase of instruction, and has offered the use of his studios. This will take place sometime after January 1967.

We are indeed excited about planning for the future, and feel that all of our administrators and teachers are eager to see the Center expand. The Center would not have accomplished what it has if it were not for the time, understanding, and counseling of Mr. R. T. Milwee, Superintendent of Schools, Mr. Stewart Gatchel, Director of Instruction, and Mr. W. H. DeShazo, Director of Federal Programs.

continued

This narrative description of our Curriculum Materials Service Center is within itself an evaluation, but it might be well if we give some idea of the services we have performed, we feel effectively, at the Center....

Courier Service - 92 regular runs from April 14, 1966 to November 30, 1966.

Equipment serviced at schools during the summer - 100 pieces.

Equipment serviced since August 15, 1966 - 82 pieces.

Mounted transparencies - 1,860 produced.

French and Spanish tapes - 49 duplicated.

Other tapes (phonics, etc.) - 24 duplicated.

Sound Filmstrips loaned - 122

16 mm Films loaned - 29

Models loaned - 6

Pieces of Equipment on yearly loan - 32

Copies of A-V Center Catalog - 800 produced

Other material prepared for overhead projectors - 503

Demonstrations given at schools - 20

Demonstrations at the Center are arranged and representatives show their products to interested principals and teachers.

We are constantly on the alert for all types of new equipment on the market, but it is our feeling that we should screen and evaluate before anything is ordered. We desire to set standards that will not only help our county but will insure use of all hardware and software.

In conclusion, we wish to state that this is an educationally exciting time, but we are not satisfied with what has been accomplished. We are aware that we are just beginning in this field, and that we can only succeed in our endeavor by being cognizant of our faults and limitations. We learn by doing, and it is our desire that our teachers will have this chance by keeping the Center open during the evening once a week.

We also know that the coordinator must keep abreast of the technical advances, and be able to judge and encourage the use of material by being associated with teachers, and having the necessary rapport to accomplish the desires of all ... namely, the education of all students to the utmost of their ability.

JEANNE M. GODDARD, CHAIRMAN, ORMOND BEACH
ARD W. PEARCE, VICE CHAIRMAN, DELAND

J. BOYD DELOACH, NEW SMYRNA BEACH
JOHN B. MATTINGLY, ATTORNEY, DELAND

DR. T. E. SMOTHERMAN, DELAND
L. W. SUMMERLIN III, DAYTONA BEACH

Board of Public Instruction

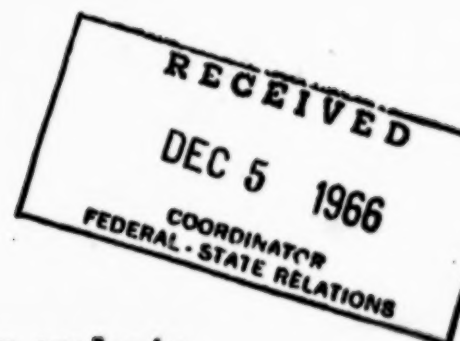
Volusia County

DELAND, FLORIDA 32720

JOHN H. SMILEY
NTY SUPERINTENDENT
DE LAND, FLORIDA

December 2, 1966

Leo Howell and John Wheeler
Evaluation Consultants
Office of Federal-State Relations
State Department of Education
Tallahassee, Florida 32304



Dear Leo and John:

This is in reply to your letter of December 1 asking for an analysis of our Variable Instruction Teacher Services and Home School Liaison teacher services as initiated under Title I of the Elementary and Secondary Education Act.

The Elementary and Secondary Education Act of 1965 gives as its broad purpose that it is "AN ACT to strengthen and improve educational quality and educational opportunities in the Nation's elementary and secondary schools." The purpose of Title I of this Act is defined as "Financial Assistance to Local Education Agencies for the Education of Children of Low-Income Families."

It is within the above framework that our comments are made.

ANALYSIS OF VARIABLE INSTRUCTIONAL SERVICE AND HOME SCHOOL LIAISON SERVICE

A. Facilities -

1. Strengths - This school system is in critical condition with regard to school facilities in general. So much so, that we attempted to pass a Bond Issue in the November 8th general election but failed to do so. This means that when we added the personnel under Title I we also had to provide in some way for facilities in which to house the additional personnel. This being so it cannot be considered that there was any "strengths" attached to our facility situation.

2. Weaknesses - There was an almost total lack of facilities needed for the implementation of our new personnel who were moving into services as Variable Instructional Service Teachers and Home School Liaison Teachers, therefore our project during its first year included funds

for (a) renovation of areas in existing facilities to make them adaptable to the uses involved, and; (b) construction of portable facilities to either serve the purposes involved or free space within the existing facilities for such purposes.

B. Materials

1. Strengths - In the instance of the Variable Instructional Service Teachers we had the benefit of the experience of a group of these teachers who had already been in service for a few months as a result of a project "PRIDE" established under the provisions of the Civil Rights Act.

2. Weaknesses - There was a total absence of materials available for the people employed in these new positions. With respect to the new Variable Instruction Service teachers we had enough experience background to provide Title I funds and order materials for them last spring. This was done. However, these materials were not obtained early enough in the school year to be of any substantial benefit. The Home School Liaison teachers performed a totally new service and we did not include any materials for them in last year's project, since we wanted the benefit of their on the job experience before we decided what was needed. This year's budget included funds for materials for all of the people involved but none has been ordered to date due to uncertainty as to the total amount of the allocation which will be received. This is a decided weakness.

C. Equipment

1. Strengths - We had a pretty good idea of the kinds of equipment which would be needed by all of these new employees and we made decisions and placed orders based on this knowledge.

2. Weaknesses - Due to a lack of local and state support it was necessary for all equipment to be used by these new people be provided as a part of our project and funds for this purpose were included in the budget. However, the equipment was in most instances not readily available and straggled in over a period of 6 months, some of it not yet received. In addition equipment included in this year's budget has not yet been ordered due to uncertainty as to total allocation of funds for uses in this county. Thus it can be seen that our efforts have been weakened definitely by a lack of equipment with which to support the services provided by the new people.

D. Personnel Qualifications and Training

1. Strengths - Despite the disruptive aspect it would have on the traditionally on-going program it was felt that the Title I effort would have lasting impact on the school system as a whole. Therefore the decision was made to recruit the best possible personnel from within the system even though this occurred in the middle of the school year. This was done. With respect to training we included funds in our budget

Page 3.

Leo Howell and John Wheeler

December 2, 1966

for a six week summer workshop for each of the groups involved. In addition we provided time weekly for group meetings to establish and maintain continuity of effort and outlook.

2. Weaknesses - Our approach seemed to be as strong as could be devised and we have not detected any observable weakness in this regard.

E. Schedule

1. Strengths - With regard to the uses of the Variable Instructional Service teachers, we had an established format and this was implemented in our Title I project. The Home School Liaison people were given flexibility to work with the principals and teachers in their own situation in developing a schedule that would be most suitable.

2. Weaknesses - One of the most perplexing problems with regard to the Variable Instructional Service teachers has been that of fitting them into the rather rigid format that exists in the daily schedule of any school. This problem increased in severity as we moved up the ladder in terms of grade level involved. It is continuing to receive attention.

F. Organization

1. Strengths - The established format of the Variable Instructional Service teachers was useful in solving organizational problems. The freeing of the Home School Liaison teacher from classroom routine eliminated in the main any problem that might have existed with regard to the utilization of their services.

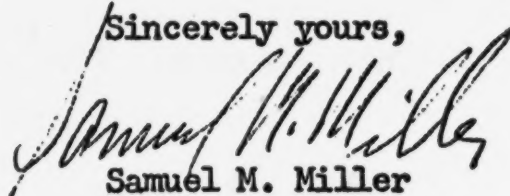
2. Weaknesses - Organizational problems and scheduling problems are so intertwined that it is hard to differentiate between them. In general, the problems of organization seem to revolve around establishing a toe-hold in individual schools for the wisest uses of these new persons in services in carrying out the aims of Title I. It involves a shifting of the thinking of principals and teachers and efforts in this direction are being exerted continually.

G. Evaluation

1. Strengths - The chief value of the evaluative process has been to orient us in a direction of tying together in coherent fashion our project aims, methods and results.

2. Weaknesses - The expressed desire at the state and national level for evaluation was so pronounced that it almost called for evaluation ahead of implementation. In addition there seems to be an early stress on quantitative results whereas it seemed to us Title I called basically for slowly developing qualitative results mainly revolving around attitudinal change on the part of adults and the establishing among disadvantaged children of a higher feeling of self-worth.

Sincerely yours,



Samuel M. Miller
Federal Projects
Administrator

SMM:ab

SMSA Classification "C"

COUNTY	COUNTY NUMBER	PROJECT NUMBER
Clay	10	6602
Columbia	12	6601
DeSoto	14	6602
Dixie	15	6601
Flagler	18	6602
Gilchrist	21	6601
Gulf	23	6601
Hardee	25	6605 6607
Hendry	26	6601
Jackson	32	6601
Jefferson	33	6601
Levy	38	6601
Martin	43	6601
Putnam	54	6604
St. Lucie	56	6602 6603
Santa Rosa	57	6602

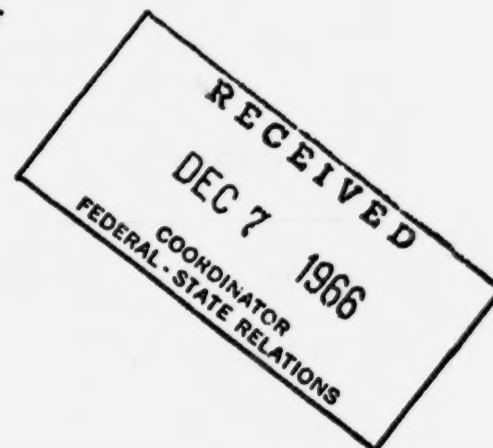
OFFICE OF
SUPERINTENDENT OF PUBLIC INSTRUCTION
CLAY COUNTY

JESSE P. TYNES, JR., SUPERINTENDENT

TELEPHONES 284-3041-2
284-9886

GREEN COVE SPRINGS, FLORIDA 32043

December 6, 1966



Mr. Leo Howell and Mr. John Wheeler
Evaluation Consultants
Office of Federal-State Relations
State Department of Education
Tallahassee, Florida 32304

RE: PL89-10 - Title I (Project #6602)
Expanded Band Program - Grades 7-12

Gentlemen:

The proposed band expansion program submitted by Clay County for the Dunbar and Clay High Schools was undertaken to provide musical experiences for more young people who could not otherwise participate in the music program of the two schools. It was felt that this could be achieved initially, by making equipment and materials available rather than by increasing the instructional personnel.

In both Clay High and Dunbar High the percentage of educationally deprived young people was rather high, the figures being 26.4% and 34.4% respectively. The number of pieces of band equipment available on a lending or small fee basis in both schools had diminished to a depressingly low figure, and county funds were not available to supplement the needed replacements because of rapid growth in school population. The total amounts spent on band equipment in the two schools was \$6,391.51. Because of these additions, participation by an increased number of boys and girls was made possible.

Besides the various pieces of band equipment that were added, audio-visual materials and equipment totaling \$300.34 were purchased. Through the addition of sheet music, recordings, and film strips, the music appreciation and choral programs were strengthened. For instruction and related music activities, \$356.53 worth of books were purchased. Under the able leadership of two well-qualified, certified band directors, the various additions listed gave greater depth to the music program in both high schools.

Since the equipment and materials were not received until March of 1966, their impact was not felt to any great extent, until the 1966-67 school began. In Dunbar High, instrumental enrollments increased from approximately 15 pupils during the 1965-66 term to 37 pupils during the 1966-67 term. A few of these pupils own instruments, but most of them share the school owned, rent-free instruments. Approximately 10% of the band

Mr. Leo Howell and Mr. John Wheeler
Page 2
December 6, 1966

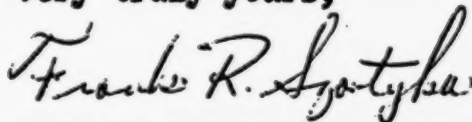
students at Dunbar is made up of pupils from economically deprived homes.

At Clay High School where a small repair and upkeep fee is charged for school owned instruments, band participation increased from 35 during the 1965-66 school term to 110 during the 1966-67 school term. Part of this was due to the merging of a junior and senior high school, but the band director states that it was due largely to the availability of more equipment and materials. Approximately 4% of the band students at Clay High come from economically deprived homes.

In both schools, band instruction is offered on the basis of pupil-interest with no discrimination against any pupil desiring to participate. The only limiting element is the lack of a greater number of instruments.

The reviewing and budgeting committee feel that the area of music is one through which many young people can be reached and motivated to continue in school beyond the usual drop-out ages. The band expansion program in these two schools was initiated on an experimental basis, but the participation and response have been rewarding enough to warrant further expansion and a new project for another high school in the target area.

Very truly yours,



Frank R. Szortyka
Federal Coordinator

FRS/h

BOARD OF PUBLIC INSTRUCTION

COLUMBIA COUNTY
LAKE CITY, FLORIDA 32055
P. O. BOX 1148

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TRUSTEES OF SPECIAL TAX DISTRICT NO. 1

ROY WILSON, CHAIRMAN
PALMER PURSER
F. J. DICKS

December 20, 1966

Mr. John Wheeler
Evaluation Consultant
Office of Federal-State Relations
State Department of Education
Tallahassee, Florida

Dear Mr. Wheeler:

Following is a brief description of the Health Service (grades 4-8) in the 1965-66 Title I project from Columbia County.

The health services provided through the program were concentrated primarily in the screening and referral of students with visual, hearing, and dental problems. In some instances, however, other health problems were identified and corrective treatment secured for students.

Facilities - The central facilities, although not ideal, were adequate. Facilities in the schools, however, were not suitable for this type service. This was especially true with regard to the non-existence of a place for examination of hearing.

Materials and Equipment - Most of the basic materials and equipment needed were obtained and used with the exception of an audiometer ordered but not received until shortly before the close of school.

Personnel Qualifications - The Coordinator of Health Services was a registered nurse who had a number of years general experience as well as one year or more in the following fields - crippled childrens' hospital, ophthalmologist office, dentist office. Trained clerical personnel were provided to assist her.

Schedule and Organization - After screening students in several schools, a program of visual correction was begun. The students who needed additional examination were taken to an optometrist if their parents gave approval. Glasses were provided for those who needed them and the importance of the proper use of glasses was emphasized. Similar procedures were used with those having dental and hearing problems.

One of the most difficult problems was in scheduling students for transportation to the center or appropriate place for corrective treatment. This was considerably more difficult for students in schools in outlying sections of the county.

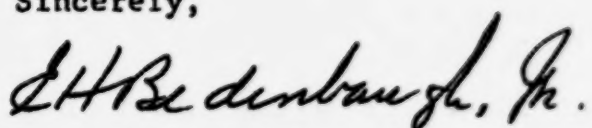


Mr. John Wheeler
State Department of Education
Tallahassee, Florida

Another handicap was in the length of time needed to implement the program and to establish procedure and routine. Valuable time, which could have been used to provide similar services to more children, had already elapsed before this activity began to operate.

I trust this is the type information needed. If I can be of further assistance, please contact me.

Sincerely,

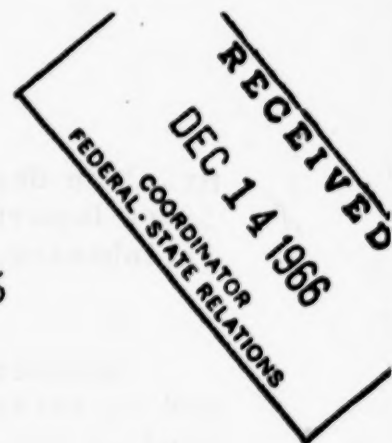


E. H. Bedenbaugh
Asst. Superintendent
in Charge of Instruction

EHB:jps

Arcadia, Florida

December 12, 1966



Leo Howell and John Wheeler
Evaluation Consultants
Office of Federal-State Relations

Re: letter of December 2, 1966

Dear Mr. Howell:

Following is a narrative description of the Title I
Pre-School Project completed in the summer of 1966.

Our pre-school program was limited to those children in
DeSoto County who were eligible for entrance into the first
grade this fall. The program ran for six weeks.

Seven classes of pre-school children were housed in three
centrally located elementary schools. Physical facilities
were adequate. These classes were held in first grade class-
rooms in all the school centers so the furniture and decor was
fitting for the type of instruction to be given.

Busses hauled students to and from the school centers
without regard to race. This was the first attempt in DeSoto
County to haul both colored and white students on the same bus.
There were no incidents whatsoever regarding the desegregation
of busses.

Since DeSoto County has no pre-school or kindergarten
program during the regular school term, materials and equipment
were much needed items. This, I feel, was the weakest part of
our program since many materials and supplies were back-ordered
by distributors until the program was almost over. The lack of

planning far enough ahead also contributes to this deficiency.

With the advent of Headstart and Pre-School Programs all over the country, suppliers were not ready to meet the large orders placed at the beginning of the summer.

Our personnel was the strongest point in the program, in my opinion. All seven teachers were certified in primary work and had taught several years in their field. All teachers are regularly employed in the DeSoto County School System.

Each teacher was given a full-time aide to help her. Aides were college students studying to be teachers or were certified teachers in the school system.

Dr. E. L. Widmer from the South Florida School Desegregation Consulting Center at the University of Miami held a workshop with teachers and aides to bring them up to date on what a program such as we conceived should attempt to accomplish.

The enthusiasm of both teachers and aides helped the project tremendously.

The supply of both teachers and aides was great enough for us to be able to choose those we felt were the best available. Many of the teachers in the pre-school program are now the first grade teachers of students they had last summer.

Scheduling was set up in accordance with recommendations found in the literature and met with the approval of Dr. Widmer. Attempts were made to develop basic attitudes and appreciation in our scheduling. Just as children must learn to crawl before they walk, children need many experiences in language - in speaking, listening, singing, pretending, playing with and enjoying words before they begin to read. Likewise, they need sensory

and manipulative experiences with concrete objects before they deal with abstractions of numbers. Teachers encouraged in children attitudes of exploration and inquiry. Every opportunity was provided for children to experience success in this, their first contact with school.

It was our hope originally to have one teacher and an aide for each 15 children. This was based on 50% enrollment of those eligible. According to those having had similar programs, a 50% enrollment would be an average number to expect. We expected about 105 students and enrolled about 150 which made our teacher-pupil ratio much higher than originally planned and greatly reduced the effectiveness of the program.

Each parent of an eligible child was contacted, the program publicized in the newspapers and those known to be in need of such a service were contacted personally.

About 80% of all eligible negro children attended the program. About 87% of those eligible in another school were enrolled. Attendance varied with vacations but was much higher than we expected.

The evaluation of such a short project is, of necessity, subjective. Experienced teachers are able to judge, to a large extent, the value of the program by observation; however, weekly reports were prepared for each child regarding behavioral and performance actions.

We consider our program highly successful because of the large percentage of enrollment and the size of the unit for administrative purposes. At all times the administration, teachers and aides were able to communicate about needs, strengths and weaknesses.

After this initial effort, the preparation of a budget will be more realistic to the actual needs.

Continuous planning is necessary for a successful pre-school project. Parents must see the need for the program if they are to cooperate by sending students.

It is frequently argued that parents use this type program as a free baby sitting service. From an educational viewpoint we don't really care what the reason is for their sending the children to us, the fact remains that we will give them the best program available once we get them there and the end result will be better prepared students, ready in many ways for a successful first year in school.

Alachua County Schools

AREA CODE
904
PHONE
488-8770

Tom A. Rains, SUPERVISOR OF SCHOOLS

Ann O'Neal, SECRETARY

Drawer H, Cross City, Florida 32628

December 2, 1966



Mr. Leo Howell
Evaluation Consultant
Office of Federal-State Relations
State Department of Education
Tallahassee, Florida

Dear Mr. Howell:

In response to your letter of December 1, I would like to make the following comments:

I. Tutoring and afterschool study

A. Grades K-6

The strength of our program was sufficient facilities, plenty of materials and equipment and a period of time when we could individualize instruction based on the weakness of students. We had qualified personnel and teachers did an excellent job in the time allotted.

The weakness of the program in our case was transportation of students home, too short a period of daily work (40 minutes) and the fact that it was held after school which was at a time when students and teachers were tired. Another problem we were confronted with was the regular attendance of students who really needed to work. We feel that afterschool study was not as effective as our summer school. Evaluation gave us quite a problem since students would miss so many periods and it was difficult even through teacher tests to get a proper evaluation.

B. Grades 7-9

Same as above

C. Grades 10-12

Same as above

December 2, 1966

II. Summer School

A. Grades 1-6

We had excellent facilities, material and equipment, trained and qualified personnel. Scheduling was no problem and our organization and evaluation was very effective. We had one teacher grades 1-3 who worked with fifteen students in math for a period of four hours a day for six weeks. The teacher knew where the students were through a teacher made test at the beginning of the period and also through a teacher made test at the end of the period. The student number was small enough for her to individualize her work. The children made rapid progress. Transportation was not a problem since these students came in on a bus bringing Headstart children in. The student attendance was far better than the afterschool study. We are sold on the summer school doing remedial work.

Our only weakness in this program is the fact we did not have more teachers to do the summer work.

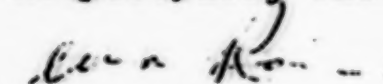
B. Grades 7-9

We had one teacher here working in math. Our comments in this area are the same as those above.

C. Grades 10-12

We had one teacher here and the same holds true as above. Our attendance was not quite as good here as in the elementary school.

Respectfully submitted,



W. A. Rains
Coordinator of Federal Programs
Cross City, Florida

WAR/ao

CRITICAL PROCEDURAL ASPECTS OF A FLAGLER COUNTY PROJECT UNDER TITLE I, P. L. 89-10, SUMMER OF 1966.

PREPARED BY: Walter S. Morris, Jr. - County Supervisor of Instruction

ACTIVITY: Curriculum Committees (K - 12)

This activity involved construction of curriculum guides for use in all schools in the County in the areas of social studies and science, Kindergarten through Grade 12.

FACILITIES: Absolutely no problems here. Both committees worked on the same campus, next door to each other, sharing ideas, materials and consultant services. Materials and equipment were housed in the rooms of the committees.

MATERIALS: Guides from other counties were collected during the months preceding work scheduled. Resource materials, such as pamphlets, yearbooks, bulletins, books, magazines were purchased from NEA and other sources. Use of library and reference books from the Curriculum Library of the State Department of Education, the Office of Continuing Studies and Stetson University were utilized as much as possible. Films, filmstrips, textbooks, recordings, transparencies and the like were furnished, free of charge, by firms and agencies responsible for their publication and distribution. Resource material was actually more than we expected and was more than time could allow for its use.

EQUIPMENT: Besides the usual furniture, each room housing committees was equipped with an overhead projector, projection screens, TV monitors, filmstrip/slide projectors, 16mm film projectors, record players, audio tape recorders, and had available video tape recorders for production of tape clips they could make themselves. It is felt in this area, we were well equipped for the task.

PERSONNEL QUALIFICATIONS AND TRAINING: Personnel for each committee was selected from the faculties of each school in the county and chosen according to their teaching responsibilities and areas of instruction. Selection was based on having at least one teacher from the elementary primary area, one from the

elementary intermediate area, one from the junior high section and one from the high school department. All teachers held Bachelor degrees or higher. All personnel had at least two years of teaching experience. The superintendent, supervisor, principals of the schools, and several interested teachers acted as consultants to committees. Clerical help, in the form of typist, was employed in the printing of the guides. School aides and a librarian aide, employed in the summer recreation and enrichment programs, were utilized. In addition, a contract for consultant services was drawn up with Dr. W. R. Pickens, Associate Professor of Education, Stetson University. State Department of Education Area Supervisor, Mr. E. G. Raborn, assisted in the organizational work of the committees. Instructional personnel was adequately trained from an experience standpoint and had been involved in other curriculum development projects.

SCHEDULE: A total of six-weeks, five days a week, six hours a day, was scheduled. Not enough time was available for additional outside consultant help. It was simply impossible to allow but the minimum of resource persons, other than contractual and necessary consultants, to appear before the committees. The final week involved the committees in the actual printing of the guides.

ORGANIZATION: Project planning began in February, 1966 for work to begin June 13, 1966. Sufficient time was allowed for this. Projects planners included: County Superintendent Coy G. Harris, Jr.; State Department of Education Area Supervisor E. G. Raborn; Dr. W. R. Pickens, Associate Professor, Stetson University; principals of the several schools; members of the committees; and County Supervisor of Instruction Walter S. Morris, Jr. Except for the printing of the guides, organization of the project was smoothly implemented.

EVALUATION: Guides in areas of social studies and science were professionally done. Aims and goals were effectively met. Experience gained by teachers and consultants, working on the guides, was probably one of the finest outcomes of the project.

ESEA Title I Analysis of Classroom Libraries
Gilchrist County
Title I Schools, FY 66

Classroom Libraries

Since the improvement of reading skills was one objective for Gilchrist County Project under the Elementary Secondary Education Act (P. L. 89-10) a considerable sum of money was spent in providing classroom libraries for each elementary teacher and each subject area in secondary schools. (All in the schools qualified for funds.) In many classrooms the teacher had only the state adopted textbooks and a few supplementary textbooks with which to motivate or inspire pupils to want to learn. Teachers felt the need for having at hand for any teachable moment a wide variety of materials related to the particular skill, interest, or needs of students; these materials to be at varying levels of difficulty. It was felt that by having books of interests in the classroom that children would have more time to explore books, to pursue a certain interest, to discover the fun of reading, and that through exposure to interesting books and wide reading experiences children can be motivated to want to improve skills. Not only will reading skills be improved, but the educationally and economically deprived will be inspired to want to improve their status in life.

In many cases, due to rapid turn-over of teacher personnel in this county, the teachers using the materials that were purchased with Title I funds are not the same teachers who planned the use of these materials. However, in 99% of cases, teachers agree that the materials (classroom libraries) are very effective and say that they are used almost daily.

A sample sheet of the Survey will be enclosed. You will notice from the sample survey sheet that several teachers in secondary school teach in both Junior and Senior high school.

The strength of the project for classroom libraries rests in the teacher-plans for the use. Since most of the teachers are well trained in the use of many resources, the additional books are a great teacher-morale booster and a wonderful support for the educational program.

The main weakness is the need for more books in the classroom. In too many instances, classes do not have an opportunity to browse in a library, because of crowded schedules.

ANALYSIS: READING PROGRAM, GULF COUNTY
UNDER ESEA, TITLE I, 1966

Our high-flown title for our ESEA, Title I, project: Developing and Strengthening the Communication Skills of the Economically and Educationally Deprived Children in Gulf County, was really the embryo of a much larger egg than we expected to hatch during 1966.

As we saw it, our schools were hovering over a brood of children who couldn't read, and their need was for us to start from scratch by helping them with their reading problems.

Our project was to embrace grades 1 - 12, but we wanted to concentrate on the elementary grades during 1966. Three schools were involved, one elementary, grades 1-6, and two schools, grades 1-12. The educationally disadvantaged children numbered about 400.

Our project was approved late in December, 1965. We began our implementation in January, 1966. Aside from planning and writing the project, the work done came after January 1st.

How we met or failed to meet our objectives, especially, (1) offer diagnostic, developmental, and remedial reading services to deprived children and (2) provide as stimulating classroom and school environment as possible through suitable and adequate materials of instruction and facilities conducive to the learning situation, shall be discussed below in terms of facilities, materials, equipment, personnel qualifications and training, schedule, organization and evaluation.

FACILITIES: Gulf County established and equipped two reading laboratories, one in Washington High School, grades 1 -12 (These schools had the highest concentration of deprived students).

Two classrooms were remodeled, redecorated, and equipped as reading labs for the diagnosis and correction of remedial reading problems. They were designed to be adequate for two reading specialists, working simultaneously, with small groups or with individuals.

These labs proved to be assets in their schools, but another school, brought in later through an amendment because of having county average of low income families and because of additional allocation got no plush quarters for its reading lab, although it benefitted in materials and equipment.

The labs can be used by students, grades 1-12, but it would be better if they were more spacious and/or separate.

MATERIALS: We concentrated heavily in language arts materials, print and nonprint; textbooks, adopted and nonadopted; newer media, (Words in Color, individual reading kits, and samplers) and especially, in materials suitable for remedial reading students. These were for the reading labs and for use in classrooms. (An investigation had revealed that most classrooms in the target area had only one series of readers--the state adopted text--which was used by all children.)

The abundant materials were excellent for use in the in service training classes. This variety provided several approaches to the teaching of reading.

EQUIPMENT: We did not go in for equipment in a big way, we acquired what was adequate for the reading labs and for the participating school which did not have a lab, as such.

A few items were not purchased which we could now use advantageously; for example, listening systems for recorded

material, additional typewriter. These needed items we hope to provide eventually.

We purchased a few pieces of equipment which were to be checked out to classrooms through the materials center. Because of sensitivity of equipment, the jarring inherent in transporting machines from one school to another, and the absence of a repair department indicate that this provision may not have worked out satisfactorily.

PERSONNEL QUALIFICATIONS AND TRAINING: The core of personnel who worked on the development of the Title I project in the beginning was the County's general supervisor, a school librarian who worked on county level 3 days each week and the secretary in the general supervisor's office.

In January two reading teachers were added to the project, neither certified at this point. They helped select, order and process the materials bought for the program.

In March the project had put the librarian on full time as project coordinator.

By the end of April one teacher was certified; by the end of the summer the other, along with other teachers in the county who participated in the in service training phase.

One of the stronger elements of the 1966 program was its in service training segment which was to provide certified reading specialists in the county and to upgrade the reading instruction within the classroom.

We were able to have a few non-professional personnel on the project--library clerks and teacher aides. They were, generally, of high caliber, were popular with the faculty and

children and rendered much service. These people received a minimum of formal instruction but were trained in service.

SCHEDULE: The 1966 project, although it had a summer remedial reading component, was in operation about 4½ months. Much was accomplished as a basis for getting off to a good start in 1967, but the project was in operation too short a time to say that we reached our stated objectives.

ORGANIZATION AND EVALUATION: Our corps of workers may have been too few to plan programs, procure and process materials and equipment, and produce tangible results within a 4½ months period.

We felt that we had "touched" through diagnosis, testing, materials and teaching (including summer remedial reading program) about 350 of our educationally deprived. We also found that we had very little in the way of scores, records, with which to state validly what we had done for the children or what they had or had not accomplished.

In retrospect, our original project title does not seem extravagant. "Developing and Strengthening the Communication Skills of the Economically and Educationally Deprived Children in Gulf County" we think is a worthy goal.

EVALUATION OF HARDEE JUNIOR HIGH SCHOOL

PHYSICAL EDUCATION

Hardee County

AND

HEALTH PROGRAM

It has been a definite objective in the Junior High School P.E. program which has attempted to solve some of the problems peculiar in this particular age group of pupils. Realizing that at this grade level of their personal and social growth, often a period of insecurity and a lack of understanding of their person and their relationships to others, it was agreed by their instructors that stress of good health habits and cleanliness was of paramount importance.

To assist in achieving these aims, for the pupils, a large, efficient washing machine was purchased for the exclusive use of the children at this school. Each child was given necessary instruction in the proper use of the machine, and its evident possibility for home, as well as school utilization. Also, uniforms for children in the P.E. program were secured for pupils who were unable to purchase dress-out clothing for themselves.

Faculty members on numerous occasions have remarked upon the change in personal pride in appearances of the members of the groups in the program. Since pupils in these groups are the educationally and economically deprived, and are generally low in achievement, agility, coordination, and flexibility, as revealed by testing records, improvement in better health habits and cleanliness is most encouraging.

Even though the P.E. Department has very limited equipment and facilities, faculty members have exercised much guidance and leadership among the participating classes in developing higher standards in over-all health practices and personal cleanliness.

GUIDANCE AND COUNSELING GRADES 1-6

Hardee County

In Hardee County, the administration and the several faculties recognize the fact that guidance for children, together with the guidance counselor are integral parts of the educational team, operating at the county level to promote an increasingly effective educational program for ALL students in the school system.

In Title I, the county had projects in each of the elementary schools, particularly in the area of identification of students who needed guidance services, in order to improve their achievement and adjustment to school work. Some success has been evaluated, it was revealed that there is a definite need for more materials and personnel to meet the most urgent requirements of the children involved.

Each school has offered an upgraded program in guidance, but it has not provided sufficient resources for the evident needs of the schools in serving the children who need this most. However, the County Coordinator has assisted in each school through testing and counseling with the most urgent cases, and some progress has been realized.

INDUSTRIAL ARTS PROGRAM



Facilities

The Industrial Arts Program at Harlem Academy is housed in a general shop building with overall dimensions of 30'-06" X 65'-00". The CBS structure contains a shop area of 30'-06" X 52'-00", a material room of 13'099" X 6'-06", a project storage room of 13'-00" X 6'-06", a finishing room of 13'-00" X 6'-06" and an office space of 8'-00" X 9'-00". An outside paved area of 20'-00" X 30'-00" for masonry work is provided.

The shop facilities are minimal. Storage space is inadequate and space doesn't permit the inclusion of metal working equipment. The lack of a classroom for mechanical drawing seriously handicaps the program.

Materials

An adequate supply of materials was made available for instruction in all areas included in the course of study.

Equipment

An excellent line of Delta wood-working equipment was purchased with project funds. Equipment and tools for masonry and mechanical drawing were supplied primarily by local funds.

The greatest need for additional equipment is in the area of metal working.

Personnel

It was impossible to secure an instructor certified in Industrial Arts, but an instructor certified in Auto Mechanics was employed with the promise that he work toward full certification. The instructor did an acceptable job and was employed for another year.

Schedule

The schedule provided three one hour daily class periods for the junior high grade levels and one three hour block of time for senior high students.

This schedule restricted the number of senior high students that could participate in the program and has been changed to three one hour periods for senior high students.

Organization

The program was organized to give each junior high student exploratory experiences in woodworking, mechanical drawing, basic electricity, welding and masonry. These units were provided in six to eight weeks of instructional time. The extended time for senior high students was designed to give them pre-employment skills in building trades to help prepare them for a vocation.

Evaluation

The industrial arts project began under adverse conditions. The instructor, though capable, was an auto-mechanics major with industrial experience. Facilities were under construction and classes were conducted in the gymnasium. Delivery of equipment was delayed.

In spite of these handicaps the program was enthusiastically received by the students. The principal and faculty members indicate that this program has improved the school more than any other change in the curriculum has done. Discipline problems have been reduced. Attendance of male students has increased. Parents report that students are improving their homes by making minor repairs. Male students rate the course as the best subject on the curriculum.

Generally speaking this project has merited the approval of students, faculty and community. The program deserves to be expanded in facilities and offerings.

ACTIVITY

Mobile Speech and Hearing Clinic
Provide with Funds: Title I Public Law 89-10

GRADES:

1-6 Jackson County, Marianna, Florida

Since 1959, when Jackson County, through the Exceptional Child Education Section, State Department of Education, was able to begin Speech Therapy as a service to boys and girls of Jackson County, there has been a crying need for clinic area to be provided in each school served. As one might suppose, space was provided as space was found - under the stage, on the stage, in the bookroom, behind a screen in the auditorium and many other places.

A well-trained, qualified and certified Speech Therapist has carted materials and equipment in and out of every school in the county. Apple crates, boxes and brown bags have been a part of the Speech and Hearing Program since its beginning in 1959.

When Federal Funds became available, and children to be served by the funds identified, almost 100% of the children receiving speech therapy were eligible to receive funds. This gave Jackson County the opportunity needed and plans were formulated by the Superintendent, Federal Funds Coordinator, and Speech Therapist.

Mrs. Mary Anne Burke, Speech Therapist, attended a conference in Jacksonville, where mobile units were discussed. This conference was set up by Dr. Sara Conlon of the State Department of Education.

A complete mobile unit purchased from Litchka Manufacturing Company of St. Petersburg, Florida, now serves between 75-100 children in four school centers per week.

The vehicle has a 50 ft. shore line which is plugged into a 220 electrical outlet and heat and air condition as well as lights and electricity for machines are provided.

With ample materials, minimum equipment, and a well qualified therapist, a more comprehensive Speech Therapy program in a very adequate facility is now provided Jackson County boys and girls. It is estimated that \$70,000.00 would have been needed to provide additional space or renovate existing space in the schools served, in order to provide adequate facilities. The cost of our Speech and Hearing Mobile Unit was \$12,127.00.

Gone are the apple crates, boxes and brown bags. No more carting books, materials and equipment. The bookroom is again a bookroom and the stage can again be used to practice for the forthcoming assembly programs - and boys and girls in Jackson County now have a sound-proof Speech and Hearing Mobile Unit.

BOARD MEMBERS

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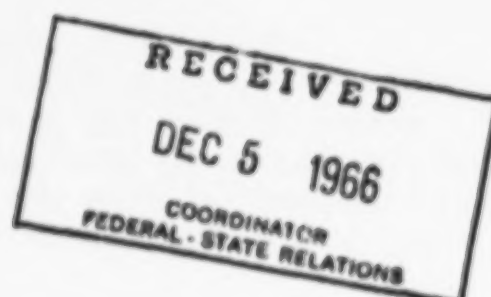
**Board of Public Instruction
Jefferson County**

DESMOND M. BISHOP, SEC. & SUPT.

MONTICELLO, FLORIDA

December 2, 1966

MRS. CLAUDIA EDWARDS
SUPERVISOR OF INSTRUCTION
MRS. REBA W. RICHTER
ASS'T. IN FINANCE



Mr. Leo Howell, Evaluation Consultant
Office of Federal-State Relations
State Department of Education
Tallahassee, Florida

Dear Mr. Howell:

In reference to your letter dated December 1 asking for information about our Title I, P.L. 89-10 Kindergarten Program, I should like to supply you with the following information:

The facilities are spacious with good lighting in a good building recently renovated. The rooms are adjacent to the lunchroom and have an available stage with a piano. The rooms lack water and toilet facilities.

The department has new, modern equipment and adequate materials. Additional materials have been ordered from Title II funds. The rooms need blackout shades so audio-visual materials may be used. These shades have been recently ordered.

Two rank III teachers, one certified in early childhood education and one certified in elementary education are teaching the kindergarten students. They are assisted by one teacher aid with about three years college training. One additional teacher is needed and one needs to add early childhood education to her certificate.

Children are scheduled on a double session. Those living in town go home at noon. The rural students remain all day. The students are divided into three groups. The two teachers have two groups while one group is being supervised by the teacher aid during rest period. The groups rotate between the teachers and teacher aid. The enrollment had to be limited to 115 because of the availability of only two teachers. This number does not include all students who were eligible to attend.

The test of Primary Mental Abilities is administered at the beginning of the year and again at the end of the year.

Yours truly,

Orvis E. Day, Director
Federal Programs

SCHOOL SOCIAL WORK PROJECT LEVY COUNTY

Levy County has two School Social Workers hired under Title I funds. These two Social Workers, called Home-School Coordinators, were employed from the first of our county project in January, 1966.

The maximum case load of the coordinators based on student population, could be approximately 1450 each. Geographically the county was split into two parts based on student population. The transported to non-transported student ratio is approximately 6 to 4 and the square mile territory of the county is 1,103 square miles. From this description one can readily see a definite need for the Home-School Coordinator service.

The remainder of this narration will take the form of reaction to the strengths and weaknesses of each of the suggested points to be covered and in the order of the request.

FACILITIES

An office space was provided in each school for the use of the coordinator as a conference room. In addition the administrative suite of each school was at their disposal in a limited way.

Herein lies both a strength and a weakness of the facilities. It was an asset to be able to afford working space in each school at the outset of the program. On the other hand because of the speed of the program implementation the facilities gave off the atmosphere of being temporary and step-childish.

MATERIALS

The basic materials needed were quite adequate and timely. These consisted of general office supplies and printed in-service types of materials.

EQUIPMENT

The typical office furnishings of desk, chair and filing cabinets were furnished. These proved satisfactory in design and size.

TRAVEL

This category does not seem to fit into either of the above categories but in this type of service it is indispensable. The mileage allowable for this job was 10¢ per mile with a maximum per month of 1,000 miles. This proved ample for carrying on the service.

PERSONNEL

The workers qualifications and training were of two types, a degree and a non-degree. The non-degree persons training consisted of successfully completing a three year nurses training program along with a state license and eight years experience. The degree person training consisted of a B.S. in psychology but no working experience in his field.

The combination of the nurse, a female with practical experience; and a college grad, a male with theoretical knowledge would seem to make an ideal team.

However, this did not work out this way because of the social-environmental characteristics of our county population. The nurses weakness seemed to be in the area of home visitation to the negro areas, and the vulnerable areas or shaky areas for the male member seemed to be the home visitation to rural-female student homes.

For example the nurse had justifiable qualms in visiting the impoverished homes after dark when the father and mother could be seen together. Therefore reducing the effectiveness of this function.

The male member of the team has some uneasiness when visiting a home only to find the high school girl alone. Therefore reducing effectiveness.

SCHEDULE AND ORGANIZATION

The schedule followed by the worker was quite flexible day to day and allowed for on the spot adjustments to take care of acute problems. However, the main goal in our schedule was to establish a daily routine in so far as school visitation were concerned. We feel as if this consistency of scheduling to a school coupled with allowances for taking care of routine and acute problems of the individual schools afforded the controlled flexibility necessary to carry out the helping relationship function.

The main weakness in this type of scheduling seemed to be in the area communication from the central office to the social workers. In this arrangement the coordinator would report to the school directly and not necessarily be in contact with the other administrators on a county level. Another weakness in the program was the fact no one had any definite knowledge which direction to take to get the boys and girls back into school short of final legal procedures at the hands of the local judge.

EVALUATION

Because this was a unique service to our county the evaluation this past year was of a statistical nature. The number of miles traveled by the coordinators staff was 7,841 and number of referrals by school personnel was 244. The above two criteria, in and themselves, do not evaluate a program but when considered along with the reports of lay people, teachers,

counselors and administrators we feel give a good barometer of the success of our program.

The main weakness of our program evaluation last year lies in the area of assessing the outcome of the referrals, checking the rate of chronic absenteeism, checking our drop-out rates, use of referral agencies, etc. In other words objectifying the reason for the project in the first place.

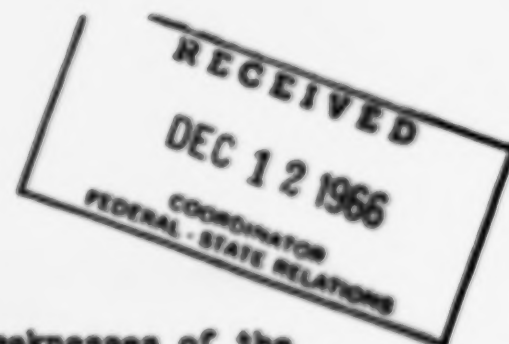
SUMMARY

The strengths of this program were:

1. Adequate staffing from the start
2. Adequate materials
3. Adequate equipment
4. Ample travel allowance

The weaknesses of this program were:

1. The temporary type of facilities at the individual schools.
2. Limitations of the personnel as individuals to cope with the social environmental conditions in some instances.
3. Lack of definite procedural plans and lines of authority based on line-staff type organization for handling absenteeism.
4. Lack of knowledge by the county office personnel of the where-abouts of the coordinators in their respective areas day by day.
5. Lack of objective data.



The Problem: Describe in narrative form the strengths and weaknesses of the critical procedural aspects of the Libraries (Cultural Centers) grades 1-12, Martin County Schools, in terms of facilities, materials, equipment, personnel qualifications and training, schedule, organization and evaluation.

I. Libraries (Cultural Centers) grades 1-12, Martin County , Title I project.

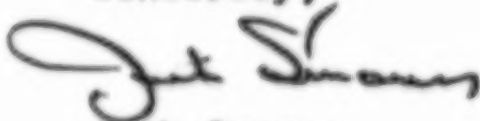
- A. Facilities -** For the first time every school in the entire Martin County area has acceptable facilities for a library. This means that a full sized classroom or space equal to this, space that is used for library only is available. In large schools, the facilities are built to house materials and students as recommended by the American Library Association. Interiors have been painted, drapes have been installed, Bulletin Boards have been included, all to make the Library a pleasant and attractive place. The lighting has been improved and in most cases, the facilities are above average. The goal is to have libraries that meet Level II of the State Accreditation Standards.
- B. Materials -** Materials suitable for the school-age children in each center have been made available. These materials include items such as: (1) Printed Materials (books, pamphlets, newspapers, encyclopedias and other reference materials, and magazines.) (2) Audio-Visual Materials (16 m.m. projector, film strip projector, overhead projector, record players and recordings, tape recorder, projection screens and stands, some maps, globes, transparencies, and vertical files.)
- C. Equipment -** The equipment in the libraries include charge-out desk, table and chairs suitable for age-group that will be using the library, tables for small-group and large-group work. The shelving is of movable style, giving space for many sizes of books. Other items of equipment, such as filing cabinets, card catalogs, work tables, sinks, and waste cans are included.
- D. Personnel Qualifications and Training -** At the beginning of this program last January, we had several non-certified persons employed, but at the present time we have only one librarian who has less than full Library Certification, and this one has more than half enough hours credit required and expects to complete this work during the coming summer. All these trained librarians have the skills for classification, cataloging, shelf-listing, instruction in use of library, training of library assistants and can offer instruction in the use of Audio-Visual materials. They have developed library policies for the schools and are able to provide materials needed by the teachers and students in the respective schools.

E. Schedule - In two instances, two librarians work half time in two different schools. All other librarians are full time in their respective schools. Schedules call for time for a unit on "The Use of the Library" for all classes, Story hours, time for class use of the library, time for individual study, research, recreational reading. Most libraries are open two evenings a week, giving some opportunity to adults in the community to take advantage of the services available. The daily schedules have been cooperatively planned to meet the needs of the schools, as near as possible, in each center. The schedules vary from school to school, depending on size and needs at the school center.

F. Organization and Evaluation - The libraries have been organized for the sole purpose of meeting the needs of the children in the individual school centers. In some instances the equipment and some materials are not used as much as they could be, as some teachers, who ordered materials last year, have left this center, and others did not care to use these materials....why, I don't know unless their interests and abilities vary. Many teachers use have strong preferences as to the materials they like to use from the library. Personnel change from time to time on any staff, so materials ordered by another teacher, who drops from the staff, may not meet needs of other teachers. In-Service programs are needed to keep teachers abreast of new materials equipment, and methods. Expansion programs will be needed in the near future in some centers; additional materials of all kinds will be needed as schools grow and develop. I have neglected to say that the Public Library Book-mobile service is available to all schools for enrichment of materials of many kinds. The Cultural Centers in this County are making great strides and many children are gaining new and valuable experiences daily.

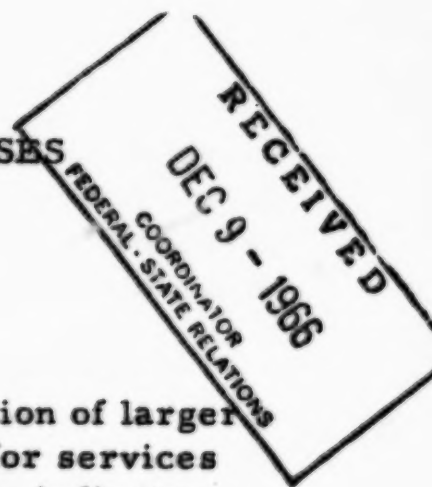
Report was prepared by Mrs. Lillian Dassori, General Supervisor
Martin County School and Louis Fyfe Jr., Librarian under 89-10
Program.

Sincerely,



Jack Smouse
89-10 Coordinator

AN ANALYSIS OF THE STRENGTHS AND WEAKNESSES
OF THE PROCEDURAL ASPECTS
OF THE PUTNAM COUNTY MEDIA CENTER
PROJECT - TITLE I, PUBLIC LAW 89-10



The need for expanded services necessitated the acquisition of larger housing facilities for the Media Center. However, the demand for services and instructional materials, and increased procedural activities, indicates further expansion is needed. Proximity of the present location to the educational administrative complex enhances the coordination of services with the schools.

Although additional instructional materials are needed to meet increasing needs of schools, all eligible schools have been provided with a variety of quality teaching aids and services with the cooperation of the Board of Public Instruction.

Extensive emphasis was placed upon the acquisition of audio-visual equipment. Each eligible school was supplied with projectors, screens, tape recorders and record players at each of the three organizational levels.

Some effort has been made to provide in-service training for instructional personnel in the selection and use of materials and equipment on an individual school basis. Limited space prevents adequate use for effective implementation in this area.

No serious handicap was encountered in recruiting and staffing the Center with non-professional personnel. Although a limited turn-over has occurred within the year the procedural activities were not affected. An increase in materials and services indicate a need for at least one additional fully qualified librarian. Local instructional personnel are being encouraged to take training in library services (a few are in the process) which might provide a source for securing qualified trained personnel.

The organizational pattern of the Media Center is commensurate with the suggested plan of the State Department of Education and functions in a commendable manner. Staff-line and general organization of materials suggest a need for some improvement to assure more economic and convenient utilization. In spite of this need the organization and working relationships are on the upgrade. Separate and more adequate housing space directly contributed to the successful operation of the organization.

The mobile unit acquired with Title I, Public Law 89-10 funds facilitates a flexible schedule. Materials and equipment are dispatched to the individual schools on a week to week basis. Although a systematic time schedule is in operation it allows for on-call-services in an emergency. Opening and closing

hours of the Center are arranged to accommodate in-service personnel who desire to avail themselves of its services. This system with its efficient personnel enables the Media Center to carry out its purposes and activities with a high degree of proficiency.

The Center's film and professional library supplements individual school libraries. Facilities and personnel for the production of graphic and photographic materials are lacking although in great demand. A move in this direction is most desirable.

The film library has doubled in volume. Interest and use in all schools and the community has tripled within the year. This tends to indicate that professional and instructional materials provided by the Center have made teachers more aware of the availability and purpose of the service offered and has enabled them to be more resourceful. Without statistical data, we predict that such a tendency on the part of instructional personnel is indicative of greater expectations for successful progress of pupils involved in the process of learning.

Expanded school libraries and services, enhanced teacher-pupil relationships, increased interest and use of materials, tremendous improvement in communications between administration at the Center and school personnel, more than justify the acquisition and use of Title I, Public Law 89-10 funds in an effort to upgrade the educational and cultural status of disadvantaged youth in Putnam County.

NARRATIVE ANALYSIS OF TITLE I PROJECT
SPEECH THERAPY



FACILITIES, MATERIALS, EQUIPMENT:

It is felt the initial summer speech program was most profitable. It was conducted in the new facilities of the Reading Center which is within walking distance of the largest school in the county and a 5-10 minute drive from any of the other schools. The speech therapist was provided with an office and conference room in which conferences with parents and teachers could be held.

Each student was given an audiometric test in a sound proof 10 x 10 room. Out of 20 children tested 2 were found to have hearing difficulties and were referred to Medical Doctors.

Classes were conducted in an ideal workroom with a two-way mirror so that parents and teachers could observe their children in therapy sessions. All equipment was new and most appealing to them. Many new types of play therapy games were purchased and used. Of special interest to the children were models of the ear, larynx, and head -- these created stimulating conversation with emphasis on where there "good speech" originated. The tape recorder was used in the session at the beginning and at the end so that the students could hear and compare the progress made. During class time the phonic-mirror with head phones produced, in some

cases, immediate response. It was felt that therapy was given under ideal clinic situations which is not possible during the school term in public school speech correction. During the summer parents had to bring their children or see that they came to speech classes; therefore, were more interested in the progress and carry-over.

SCHEDULING:

Because the majority of students have reading problems along with their speech problems, they were scheduled before or after their reading period for a half-hour session, privately or in small groups during the summer program.

EVALUATION:

In evaluating the program it is felt the parents and students were most receptive and pleased with the progress made in the seven (7) week program. All students progressed through 1 to 1½ semester's speech work usually accomplished in the regular school term.

The one weakness in the program was that it could have reached more children. This could have been remedied by earlier employment of the Speech Therapist to confer with principal and parents before school was dismissed in June, testing and pre-scheduling all school students.

REGULAR SCHOOL PROGRAM

During the intern period before school started in the fall, materials were catalogued and conferences with the

principals were held at each school, telling them of the projected program. The needs were also stated in regard to the type of room and equipment necessary. This was a most frustrating experience -- the school plants simply did not have a private room that was not in use. A speech mobile unit is essential at this time.

During the pre-school planning period all principals and faculty members met the Speech Correctionist and she explained her program and the type of children the teacher should refer from their classroom. To date 139 children have been given a speech and hearing test (also, 167 audiometric tests have been given to reading students). Forty-one (41) children receive at least $\frac{1}{2}$ hour therapy weekly either individually or with no more than three (3) in a group. Forty (40) are receiving therapy twice a week.

Letters were sent to the parents explaining the program and inviting them to the class or for individual or home-visit conferences.

A socio-economic survey was made of the 81 children receiving therapy and 40 fell in the Lower Lower Class, 30 in the Upper Lower Class, 6 in the Lower Middle Class and 4 in the Upper Middle Class, 0 in the Upper Class.

PERSONNEL:

Mrs. Catherine Enns was Speech Therapist. She is a Florida Certified Speech and Hearing Therapist holding a B.S. degree from Marquette University in Milwaukee, Wisconsin with several extension courses and yearly workshops on her certificate. She has practiced speech correction for 15 years.

C O P Y

C O P Y

ST. LUCIE COUNTY HEALTH CENTER

P. O. BOX 580

714 Avenue C

Fort Pierce, Florida 33450

December 7, 1966

Telephones: 461-5350
461-5351

D. Miller, M.D.
Director

Mr. Ben L. Bryan, Superintendent
Board of Public Instruction
P. O. Box 490
Ft. Pierce, Florida

Dear Mr. Bryan:

As you requested I am writing you in reference to the medical aspects of the summer headstart program.

The physical examinations were performed in the designated nurses' offices in the respective schools. School personnel were most cooperative in adjusting schedules, making space available and assisting the program in general.

The examining team consisted of four physicians assisted by public health nurses and nurses from the doctors' private offices and clerks.

The program consisted of physical examinations in July, 1966 of approximately 400 children who were to enter school in August, 1966.

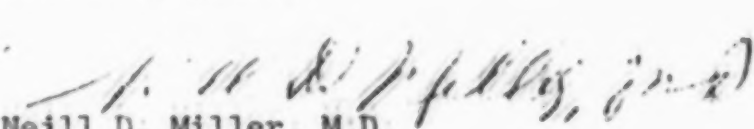
Immunizations were administered through existing health department clinics.

Additionally, each of these children received a dental examination by a dentist shortly after entering school as a part of the health department's first grade health program.

Follow-up of any conditions needing it was accomplished by public health nurses. This is simultaneously a most essential part of the program and a most difficult part of it. Adequate funding for remedial services is essential for a complete program.

This is a very useful and worthwhile project and should be even more meaningful in future years.

Sincerely yours,


Neill D. Miller, M.D.
Director

NDM:lr

INTRODUCTION

The Summer Reading Program in Santa Rosa County was planned with the following four major objectives in mind:

1. To improve the reading skills of the participants
2. To provide culturally enriching experiences
3. To explore possibilities of ways children can help themselves with minimum help from the teacher, and
4. To develop reading resource people on each faculty

Since this Program was to include additional objectives and the approach was to vary from the usual, it was felt that the teachers who were to do the teaching should be involved in the following ways:

1. To review the objectives and determine if they were realistic
2. To help set up operational policies
3. To determine how to secure needed information on each pupil
4. To help select materials and equipment
5. To discuss teaching techniques and possible activities
6. To plan in-service education programs which were to be held each Thursday afternoon

The need to find out how each child felt about reading was established. The enclosed Attitude Toward Reading Based on Behavior scale was used. The scale was designed for use on upper elementary children, but it was used with some degree of success with Junior High students.

Teachers were also encouraged to find out what each child's ability to read or lack of it meant to him. Individual conferences, observations and

children's remarks to the teacher and other children were suggested as possible sources of information.

Guidance films and filmstrips were used by some groups to stimulate discussions on "Who am I and Where do I want to go?"

Teachers read orally each day to their class not only in an effort to stimulate interest in a variety of literature but to set the stage for a discussion on such questions as:

1. Would this character be a good friend?
2. What would you have done in this situation?
3. What caused the other characters in the book to trust or distrust this character?

FACILITIES

Strengths:

The facilities used during the operation of this program had the following strengths:

1. Use of a classroom designed for 30 pupils.
2. Use of the school library - since each teacher had only 15 students there was ample room for setting up the following centers of interest.
 - a. Listening corner
 - b. Viewing corner
 - c. Game center
 - d. Library corner

Weaknesses:

The lack of an available reading clinic was a major weakness in this area. No transportation for children living in the country was also a weakness.

MATERIALS

Strengths:

Many materials were used by both teacher and pupils - they were on a variety of subjects and on several different levels.

The teachers evaluation showed the materials listed below to be the most useful.

1. The Webster Classroom Reading Kit , McGraw-Hill Book Company
2. Reader's Digest Skill Builders, Readers' Digest Services, Inc.
3. Independent Readers and Books to Read Aloud, Harper & Row Publishers
4. Vacation Fun, Scholastic Magazine, Inc.
5. My Weekly Reader, American Education, Publications

6. Plays for Reading, Walker Educational Book Company
7. Sounds for Young Readers, Classroom Materials, Inc.
8. Phonics We Use, Lyons & Carnahan, Company
9. Easy to Read Series & Gateway Books, Random House

Weaknesses:

One weakness in this area was not having all the material on hand at the beginning of the program. Some teachers did not get their Webster Reading Kit until the end of the second week and teachers also expressed the desire to have a better choice of films and filmstrips.

EQUIPMENT

Strengths:

A majority of the teachers enjoyed for the first time the availability of earphones, film viewers, record players, filmstrip projectors, tape recorders, and an overhead projector as permanent equipment in their classrooms. They enthusiastically explored ways of using this new equipment. Tapes were made for small groups of children, individual pupils had the opportunity to hear records on phonics and view filmstrips that met their needs and interest.

Weaknesses:

Some teachers expressed the desire to have a bulletin board typewriter available. A language master would also have added to the program.

PERSONNEL QUALIFICATIONS

Strenghts:

The teachers were recommended by the principal. He was asked to select a teacher to work in this program who had the following qualifications:

1. Be a good teacher of reading
2. Have the ability to communicate with children and their parents
3. Be a respected member of the faculty
4. Be willing to share information gained with the rest of the faculty
5. Be willing to attend in-service training programs
6. Be willing to try innovation techniques

The director of the program was very pleased with the attitude and willingness to work on the part of the teachers.

Weaknesses:

The greatest weakness was the lack of formal organization

Strengths:

Seventeen teachers were employed to teach children in the various centers with high concentration deprived children. Each class served approximately fifteen (15) students each. Children in grades four (4) through eight (8), who were having considerable difficulty in reading were identified and invited to participate. Effort was made to select possible dropouts. It was felt that by keeping the enrollment down to fifteen (15), the teachers would have a better opportunity to provide a "personalized approach".

Weaknesses:

Evaluation showed that working with pupils whose ages ran from 11-16 was very difficult. Next years program will serve only three different grade levels.

IN-SERVICE EVALUATION

Most teachers were selected in late April to participate in the program - at that time in-service education began. The Director of the program shared interesting information gained during his study of reading needs of deprived children. The Elementary Supervisor shared the enclosed Faculty Study Work Form on the characteristics of Deprived children.

Teachers sharing their problems and suggestions as possible solutions, proved to be the most helpful programs of all. The teachers unanimously voted to continue this practice next year.

WEAKNESSES:

The program was planned too late to schedule several interesting consultants that would have been available.

SCHEDULE

Strength:

The Director of the Program met with the teachers and discussed the enclosed schedule for the children. Most teachers followed his suggestions to some degree, but felt free to plan their own day with the children.

The afternoon was devoted to planning the next day activities, making tapes, visiting the County Materials Center or conferencing parents or pupils. Thursday afternoon was devoted to in-service education.

The Schedule is being evaluated by a committee of teachers who will be working in the program next year. It is hoped that any major weakness in this schedule can be avoided next summer.

ORGANIZATION

STRENGTH:

Seventeen (17) teachers were employed to teach children in the various centers with high concentration of deprived children. Each class served approximately fifteen (15) students each. Children in grades four (4) through eight (8) who were having considerable difficulty in reading were identified and invited to participate. Effort was made to select possible drop-outs.

It was felt that by keeping the enrollment down to fifteen (15), the teachers would have a better opportunity to provide a "personalized approach"

WEAKNESS:

Evaluation showed that working with pupils whose ages ran from 11 - 16 was very difficult. Next year's program will serve only three grade level span.

EVALUATION

STRENGTH:

By using a Control group, certain portions of the program were evaluated much more thoroughly by standardize test.

The fact that teachers rapport was developed most favorably toward the total program gave them the feeling of being able to look objectively at the program

The teachers developed anecdotal records of the students.

The students were encouraged to "keep" a record of their achievement.

The parent-teacher conferences were considered effective.

Many of the Summer Reading teachers are presently carrying forth with many of the approaches gleaned from the program.

The attitude scale was most helpful in understanding the "total" student.

WEAKNESSES:

The objectives were not stated so that they were easily approachable for evaluation.

The results of the tests are attached.